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#### COVER

The "staff of life" is much on everyone's minds these days as everyone battles to try to keep expenditures for food down. For a look at how a school lunch program tries to make its fare nutritious and enticing to students, turn to page 12.

#### Photo credits

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OCTOBER 13-20  
 NATIONAL SCHOOL LUNCH WEEK

OCTOBER 27-NOVEMBER 2  
 AMERICAN EDUCATION WEEK

# NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 39 / NUMBER 1 / FALL 1974

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#### YOUR COPIES OF NORTH CAROLINA PUBLIC SCHOOLS

The number of copies each school receives is based on 75 percent of that school's teachers. It is hoped that the magazine will be placed in teachers' lounges or other central locations so that interested staff members may pick up their copies.



## From the State Superintendent



The summer of '74 was an unusual one for the people who work in the 149 school districts of the State, as well as the entire staff of the Department of Public Instruction. The first order of business was the task of the State Board of Education in the formulation and approval of procedures for new programs, additional facilities, and expansion projects as approved by the 1974 General Assembly.

In order to comply with the spirit as well as the letter of the law, considerable time and effort went into the preparation of materials and background information. This involved teachers, administrators, and citizens working together to devise the best methods to serve and provide the best possible climate for our approximately one million, two hundred thousand youngsters. Fortunately, all of this was necessary due to the record amount of new money made available by the 170 legislative decision makers during the 1973-74 sessions of the General Assembly.

The next order of business was the planning of workshops, seminars, and conferences to explain, answer questions, and devise the best ways to make the learning process operate better than we ever had before. Thousands of teachers were involved in planning and executing these meetings. Then, as the extended term began for teachers, the process was repeated in every school system and at every school.

As a result, it is generally felt that the education family was better prepared than ever before for another brand new school term.

All of this is a follow up of the planning procedure practiced by the State Agency and many of the school systems. This of course, is in four steps:

1. Finding out where we want to go by defining short and long-range goals for a particular school as well as a school system. This takes representatives of all segments of the school family sitting down and carefully exploring just what it is in tangible results we agree we want to achieve.
2. To find out where we want to go, it is also necessary to determine, as honestly as we know how, where we are now. This is done through testing, evaluation, assessment, examination, and research.

3. Then the school family, involved in the above two steps, used more and more teachers, students, parents, etc. in devising ways, techniques, methods, procedures, or strategies to reach the specific objectives sought. The hardest part is developing ways which can be measured.
4. Finally, the last step is actually measuring what has been done to try and determine if the best methods were used, eliminate mistakes, and take a good hard look at results.

This procedure takes time, but it works and is the best way we know of being accountable. The heart of this process is involving many teachers, administrators, and support personnel in the process. More and more school systems are using the involvement process within their own education family and we are continually encouraging this cooperation.

Last spring another phase of our assessment program, this time in the third grade, was begun. For the past several months the research staff, working with Research Triangle, has been compiling and evaluating the results. We expect the first segment report to be completed and released in November.

One area of particular interest to us is a survey of third grade teachers at 51% of the K-6 schools. These teachers were asked to answer questions confidentially about the adequacies and weaknesses in their schools, their own teaching competence, and other subjects which should give us a good picture of attitudes from a large group of the profession.

During the spring of '75 the Statewide assessment of sixth graders will be made and compared with the results of the assessment made two years ago. For the first time our State will have documentation of how well or how poorly we are handling the learning process at the elementary level.

All of these things contributed to the excellent school opening experienced in August and September throughout this State. It takes the thought and action of all professionals working as a team to make things happen in the classroom.

After all, that's what it is all about—the classroom—that's where the action is!

# DRAMA

About 400 teachers who have responsibilities for drama productions in their schools will get some help in a series of drama clinics across the State this fall. The clinics will focus on such areas as improvisation and character analysis, according to C. C. Lipscomb, consultant for the Department of Public Instruction's Division of Languages.

"We see these clinics as an opportunity to help teachers—many of whom have taken on the drama assignments as an extra in addition to their regular teaching load of English, journalism, etc.—do a better job involving students," said Lipscomb. "I'd like to see every one of our students have the opportunity to get involved in drama productions; it can do so much for a student's self-image," he said.

These in-service clinics are being held in cooperation with the N. C. High School Drama Association:

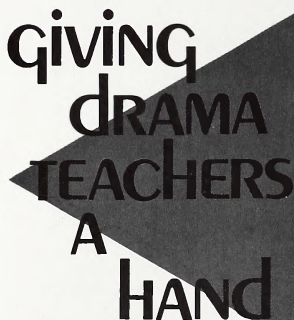
October 11	Western District	UNC-Asheville
October 18	Eastern District	ECU-Greenville
October 25	Western District	N. C. School of the Arts Winston-Salem

In the spring, drama teachers can put what they've learned to the test by entering their groups in the six regional drama festivals:

March 4	Eastern District	Northeastern Sr. High School-Elizabeth City
March 5	Eastern District	Goldsboro High School- East Goldsboro
March 6	Eastern District	Garner Sr. High School-Garner
March 10	Western District	Tuscola High School- Waynesville
March 11-12	Western District	Central Piedmont Community College- Charlotte

Winners of the regional festivals will compete at Enloe Senior high school in Raleigh at the State Festival, March 20-22.

## SOMETHING FOR EVERYONE



GIVING  
DRAMA  
TEACHERS  
A  
HAND



# professionals play THE school circuit



During the course of the next school year, nearly half a million students will be exposed to the professional theater. "The performances range from elaborate, full-costumed productions to small, intimate, audience-participation productions," according to Libby Beard, speech and drama consultant for the Department of Public Instruction's Division of Cultural Arts. "Some performances are tailored to elementary, some to junior high, and some to high school students," she added.

Four performances will be offered for elementary students. *Qwindo's Window* will be available to schools for six weeks, from October 7-October 25 and from February 3-February 21. This colorful troupe specializes in pantomime, music, and movement. *The Singing Play* will be offered from October 7-November 20 (with no performances from October 28-November 1) and is presented by the National Opera Company. Girls and boys can become acquainted with interesting stories about their State through the Theater for Young People Repertory Company's theater-in-the-round production of *Tar Heel Tales*. Dates for this presentation are February 17-March 22. All of the above-mentioned productions are suitable for grades K-6. Children in grades 4-6 can enjoy *Around the Bard's World*, a presentation by the Per Diem Players of Winston-Salem that will introduce the youngsters to Shakespeare through the presentation of vignettes emphasizing different locales, costumes, and countries. Availability dates fall from October 7-November 20.

Secondary students in grades 7-12 can be entertained by *Three from O'Henry*. The Vagabond School of Drama, Inc., will be presenting this performance from October 14-November 15. *Shades of Shakespeare* will be given from September 30-November 22. The Southeastern Shakespeare Company of Henderson will be offering more than performances to the high school students. They have agreed to spend an entire day at each school, using the morning for classroom visits and the afternoon for the performance. The Carolina Readers Theatre, of UNC-Chapel Hill, will present *Corn-Squeezins and Wry* beginning in March.

Also available to the schools this year are two programs dealing with other aspects of dramatics, both offered to students in grades 10-12. First, technical workshops will be available any week-end for four hours on Friday and four hours on Saturday. Instruction will be given in lighting, make-up, set design and costuming, both for the teacher and the student. Secondly, a professional theater person will be available for thirty-two weeks (16 in the fall, 16 in the spring) for two-week sessions at each school. Two directors will be working during each eight-week cycle during dates from mid-September to mid-November and mid-January to mid-March. The Director-in-Residence program will be filled on a first-come, first-served basis.

For more information or to reserve a group for your school, contact Libby Beard in the Division of Cultural Arts, Department of Public Instruction, Raleigh, North Carolina 27611.

# An Extra Push for Math

A fraction is a special pair of numbers. Fractions are fun.

Not all students would agree with those statements, particularly students who find the study of mathematics a difficult and unrewarding experience. How can teachers and administrators help students view mathematics with a more positive attitude? In the Wayne County Schools, elementary teachers, principals, and supervisors are developing some math enthusiasts through math labs located in 11 of the county's elementary schools.

According to Miss Virginia Green, Title I supervisor in Wayne County, the math lab concept grew out of efforts of many of the county's elementary teachers to motivate children who were not achieving in math. Since many of the children were located in target schools in the system's Title I program, some \$1,100 was appropriated in each school to buy equipment and materials to set up a math lab during the 1972-73 school year. The basic purpose of the lab, explained Miss Green, is to reinforce and supplement classroom mathematics instruction for students who score below the 50th percentile on the Metropolitan Achievement Test.

One of the math labs is located at Brogden Primary School in Dudley, and Brogden Principal Millard Watson is sold on his school's math lab. "We put so

much emphasis and interest into language arts instruction in the primary grades, and I see real need to follow through with math instruction, too," he said.

The school's math lab teacher, Mrs. Carolinda Jones, and full-time aide, Mrs. Iris Swinson, see approximately 60 second and third graders on a daily basis during the school year. Students attend a lab period at a time that does not conflict with lunch, physical education, library, reading, music, or math schedules. Approximately 5 to 12 students are scheduled per lab period. First graders do not participate in the program for two basic reasons, says Mrs. Jones: because they are just learning math skills, and because they need to develop reading skills before they can follow math directions.

Mrs. Jones noted that most of the students dislike math when they first attend the lab. "We have to work with their attitudes. And if they don't feel wanted or comfortable in the lab, their negative attitudes toward math will never change," she said. Students are given a thorough orientation to the math lab, which is located in a mobile classroom adjacent to the school. They learn how to work independently in the interest centers set up for measurement, counting, and fractions. Students also learn that in the lab's free and relaxed atmosphere, there are

some basic rules to follow—to use time wisely and to leave the interest centers in good order for the next person.

"We try to develop an attitude in the children that the lab is a special place—just for them—and that they are special for being here," explained the teacher.

There is no math lab textbook and most of the learning materials are made by Mrs. Jones and her aide. Mrs. Jones attempts to keep lab work coordinated with classroom work and she is in constant contact with the classroom teacher to follow up classroom lessons by using a variety of skill building exercises and drills. But, she stressed, "If a child is in the third grade and cannot do third grade work, I don't push the third grade work. I work at the level where the child can achieve. I don't push or move on until the pupil is ready to move."

Since the lab offers a one-to-one relationship between the teacher and pupil, Mrs. Jones can stay on one skill area for an entire week if that is what it takes before the pupil understands the concept. The classroom teachers, she noted, may only stay on a particular skill a couple of days.

Principal Watson feels one of the key features of the math lab is the variety of hands-on learning activities available to motivate and reinforce math skills. "When we set up the math labs, we didn't want the labs to be just an extension of classroom paper and pencil work. While such work is necessary, we feel these children need to see what they are doing by working with counters, games, and other manipulative materials," he said. Watson added, "The average classroom doesn't have the space to provide all the different learning tools that can be provided in the lab."

This school year, Mrs. Jones and other math lab teachers in the county are using a prescriptive approach to helping students achieve in math. Prescriptive math, says Miss Nedra Mitchell, a math consultant with the Department of Public Instruction, couples diagnostic tests with "intuition, determina-



tion, and one-to-one communication between the child and the teacher to determine what kinds of activities a child needs to work with to learn and really understand a math concept."

In Wayne County, results of the diagnostic test have been fed into a computer to help the teachers determine the types of learning activity each child needs. It is the one-to-one communication, emphasized Miss Mitchell, that will be the key to finding the successful prescription for each child. "The teacher

has to know the child," she says. "The same prescription will not fit every child with the same skill weakness because each child learns differently and reacts differently," she concluded.

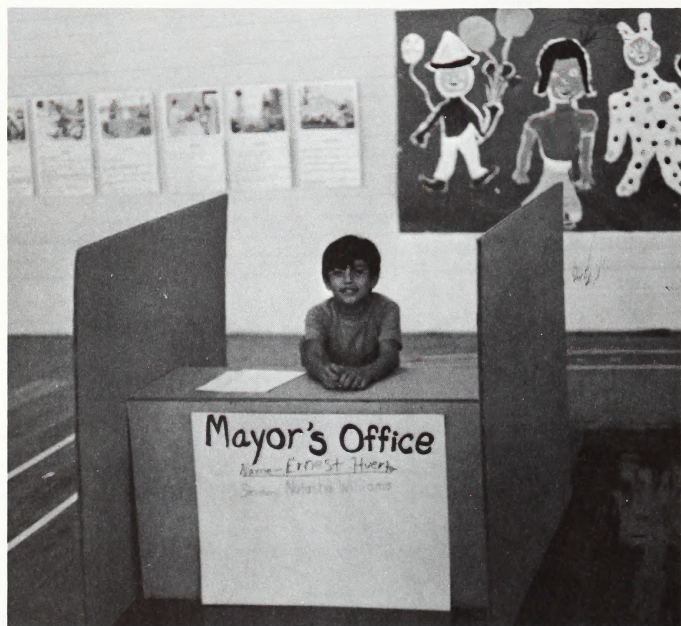
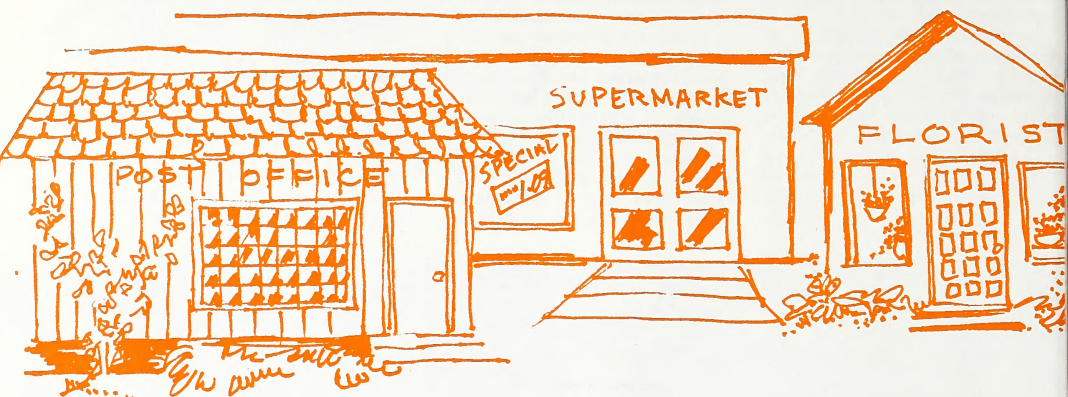
Teacher enthusiasm for Brogden's math lab is high. One third grade teacher, Mrs. Louise Miller, summed up the attitude of several teachers when she said, "The math lab reinforces what I do. Mrs. Jones ties up loose ends and gives that extra push; I just don't have time to provide the extra help that is needed for

these children." Another teacher, Mrs. Gayle Ussery remarked, "The labs have been a great help. I present a lesson and the lab gives the follow-up and enrichment help that I cannot give. Some students are frustrated in my class, but they aren't frustrated in the lab. I can really see some improvement."

What do students think of their math lab experience? One third grader named Tommy quipped, "I didn't know anything last year . . . now I know everything. Math is fun." (SC)







Something exciting happened at Rich Square Elementary School during the summer of 1974. This small school in the rural southeastern corner of Northampton County was the scene of a special education project on kindergarten and elementary levels for children of migratory agricultural workers.

Learning activities were planned almost totally around the theme of "Community Living." The shops and establishments of this small rural community were within easy walking distance of the school, and even the youngest students could study the daily life of the community. Each of the three levels, kindergarten, grades 1-3, and grades 4-8, followed the "community living" theme in activities appropriate for their ages.

The 24 kindergarten children received individual attention from a teacher, an aide, and a student of the Neighborhood Youth Corps. Improvement of attitudes, social adjustment, and basic concepts were emphasized through housekeeping, art, music, dance, story telling, mathematics, and listening activities. For example, in the "block center," the teacher emphasized size, shape, and comparisons with questions such as "Can you build a building exactly as tall as you?"

The children visited the gro-

# A HAPPENING IN RICH SQUARE

cery store, bank, post office, and other community centers. They then set up their own miniature community, and each child had his name on a house.

Outside, the children climbed, jumped rope, and played ball. They observed trees, collected leaves, and listened attentively to the birds in the "Environmental Classroom." When they found a bird's nest, they made up stories about what they saw and heard.

Above all, warm and smiling faces helped create a pleasant experience for these young children who were just becoming acquainted with school.

In grades 1-3, the pupils participated in an "open classroom" arrangement. The gymnasium housed learning centers and a model community developed by the students and teachers.

Students visited and talked with bankers, policemen, firemen, grocers, and others in the community. Based upon what they learned, they developed a "total community," including a house, grocery store, fire station, post office, bank, restaurant, gas station, hospital, airport, and construction company. They also decided that they needed a mayor and a drivers' license examiner. The community was complete with streets, highway signs, and traffic signals.

Each day's activities included role playing in their community. Pupils and teachers decided who would be banker, mayor, doctor, postal clerk, grocer, or gas station attendant for the day. Oral and written communication and mathematics skills were practiced daily in the community.

Discussion periods, records, and learning games helped develop and improve these skills. Teachers and children evaluated the activities, any problems, and possible solutions.

Other activities included painting, drawing, and clay modeling. They learned to coordinate physical movements through activities such as dancing. A flexible schedule also allowed time for free play with jump ropes, tire swings, volley balls, and sandboxes.

Grades 4-8 concentrated on language arts and mathematics skills, but students had opportunities to participate in science studies, woodworking, homemaking, arts and crafts, physical education, and music. Language arts emphasized word attack skills, comprehension, vocabulary, creative writing, and listening. Learning centers were attractively arranged in a classroom, and students worked individually at their own level of achievement. Teacher-made and commercially prepared materials such as word games were abundant. Children were encouraged to record their learning experiences at a special writer's table. After visiting the local newspaper office, students wrote articles for their own newspaper.

Studying the metric system was just one of many practical mathematical activities. The children were fascinated with decameters, decimeters, hectometers, kilometers, centimeters, and millimeters. With meter sticks in hand, girls and boys measured the building inside and out!

A new attraction this year for these students was an "Environmental Classroom," or "nature trail," which opened the door for all kinds of natural science, math, and language arts activities. A Northampton County soil conservationist presented slides of such a classroom for teacher orientation. The concept was also presented to the Parent Advisory Council. Parents, students, and teachers cleared underbrush and debris from a wooded area just across the street from the school grounds, creating their own "natural museum." A forest ranger helped the students identify and mark the trees.

One activity growing out of the study of plants in the environmental classroom was making terrariums. A representative from the County Extension Office came to the school and demonstrated the making of terrariums. Afterwards, children brought jars of many shapes and sizes—and the fun began!

In woodworking, the children studied both hand and power tools and selection of materials for specific projects. Boys and girls used tape measures, rules, squares, and saws as they transformed pieces of lumber into shoeboxes, birdhouses, and footstools, with a real feeling of accomplishment.

In homemaking, children learned to sew and to mend. They personally selected their own materials at local stores, and using patterns and sewing machines, they made pillows, aprons, and simple articles of clothing which they exhibited in their fashion show.



Personal grooming and hygiene were stressed. Children experimented with different hairstyles and clothes. They learned to operate automatic washing machines and dryers. Children compared prices of products at the grocery store and learned the value of having a vegetable garden. Both boys and girls participated in baking birthday cakes and other pastries which they served in the cafeteria.

"Junk art," the art of making throwaway items beautiful and useful, was very popular with the students. Putting bits and pieces together taught recycling concepts as well as creativity.

Physical development combined music with body movements, and resulted in appreciation for creative dancing. Students learned to play rhythm instruments, follow instructions, and read music. Some students were learning to play the organ.

A real highlight of the summer was a trip to the site of the Lost Colony, the Wright Memorial, and the beach. Some of the children climbed sand dunes and waded in the ocean for the first time.

Parent participation was a vital component of the project. Staff members invited parents to open house, program activities, and birthday celebrations. They also asked them to help chaperone field trips and urged them to attend Parent Advisory Council meetings.

This summer the project served 143 migrant children, 52 more than in 1973. Some parents came to the area to work in agriculture; others had been recruited to the Migrant and Seasonal Farm Workers' Association Family Development Center near Rich Square. At the Center migrant families live in mobile homes while parents take vocational training. In addition, more children of Spanish-speaking families were enrolled this year.

Since the goal of migrant education programs is to make possible a continuous instructional



program for migrant children, academic development was emphasized. Language arts and mathematics headed the curriculum, followed by science, homemaking, woodworking, arts and crafts, physical development, and music.

It is recognized that migrant children have other needs which have long been neglected, such as nutritional and medical needs. Such needs must be met if children are going to benefit fully from learning activities. The Rich Square project mobilized its resources to meet these needs. Each day, the children received morning snacks and Type A lunches. Clothing was also provided for children who needed it.

Project staff and family counselors at the Family Development Center offered guidance services. The Northampton County Health Department conducted medical screenings. Children needing treatment received it through interagency coordination. The Family Development Center also provided the services of a doctor and a nurse. Psychological services were available from the Department of Mental Health.

The Department of Social Ser-

vices cooperated in certification of families for food stamps, eye clinics, and referral to other agencies. The Commission for the Blind provided eyeglasses for migrant children when needed. Such interagency cooperation is essential to the successful operation of any migrant education project.

Happy faces underscored the happening in Rich Square. It was not a spontaneous happening, but instead was well planned, coordinated, and smoothly performed. Children and flexibility of staff provided the spontaneity that made the summer exciting."

"Rich Square's 1974 summer program was its best so far," stated Robert Youngblood, coordinator of all North Carolina's migrant education programs. "And it has been recognized as a model program design worthy of commendation and imitation."

The word has spread that something exciting has happened at Rich Square. It can be duplicated, but at the same time must be expanded and modified to fit the individual needs of individual children wherever and wherever they may be. (BO)

On February 1, 1971, the Northwest Regional Education Center opened its doors in Wilkesboro, to be followed by the opening of the Western Regional Education Center in Waynesville on February 16, 1971, and moved a few months later to Canton. Thus began the State Department of Public Instruction's effort to bring the services of the Department closer to the people who were doing the job in the schools within a specific geographic area.

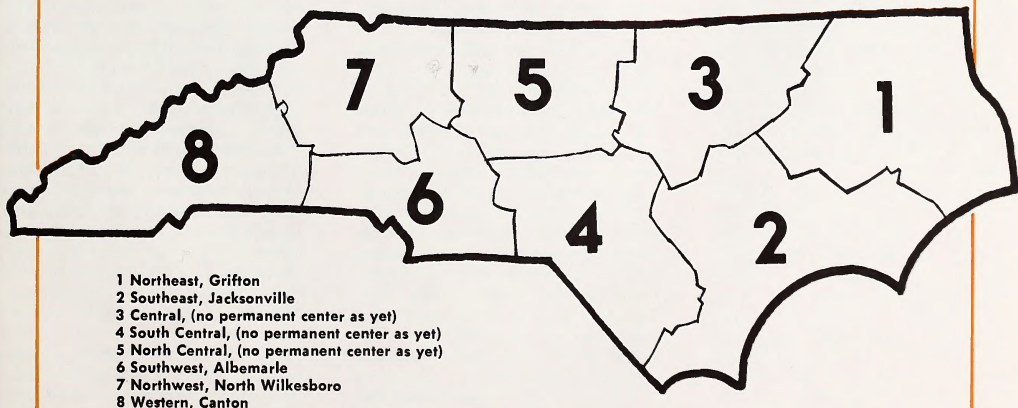
Since that time, three more centers have been established. The Eastern Regional Center opened on June 14, 1972, in Grifton, and this past summer the Southeast Regional Center in Jacksonville and the Southwest Regional Center in Albemarle both opened their doors on July 1. As the number of centers continues to grow, so do the services they offer.

State School Superintendent Craig Phillips terms the centers "brokers for services" since the major impact of the services of the SDPI flows through the centers. Consultants in the areas of early childhood education, occupational education, reading, education for exceptional children, school food services, staff development, and other areas work out of the regional centers.

The regional centers also act as a liaison among the State education agency, the local education agencies they serve, and the general public. The staff of the centers help interpret State Board policies, programs, and services and assist in helping interpret local school unit needs to the State education agency.

The Department, says Phillips, hopes to establish regional centers in the remaining three education districts within the next biennium.

## BROKERS FOR EDUCATIONAL SERVICES





# ABC

"You'd better eat all that stuff—it's got protein. You know what the lady says. If you don't want it, I'll eat it."

What would make some primary students so concerned about getting their daily amount of protein? At Northside Elementary School in Warren County, it's probably the persistent efforts of cafeteria manager Mrs. Mimmie White, who makes students aware of what they are eating and why. Whether it's called nutrition education or developing good eating habits, school lunchrooms across the State have joined classroom efforts in teaching children about good nutrition.

"Most nutritional inadequacies of this generation stem from poor food choices, not the lack of an adequate food supply," noted Mrs. Ann Killian, lunchroom supervisor for Warren County Schools. Nutrition education, continued Mrs. Killian, attempts to teach children why it's important to eat certain foods and to understand how the body uses those foods.

To begin with, students must eat the foods they are served in

the lunchroom. It's a rare day at Northside Elementary School when lunch plates are returned with uneaten food, commented Mrs. White. Perhaps one of the reasons is that the cafeteria staff makes an extra effort when serving new foods. Before a new dish is introduced, explained Mrs. White, "we'll prepare a sample of the food and go to the classrooms and ask teachers and students to taste it."

She added, "If I cannot get to a classroom to explain a new food, I'll ask the teachers to do it. We want the children to at least try things, not just reject them on sight." The taste test treatment has been applied with much success to several foods including peanut butter pudding, peanut butter muffins, glazed sweet potatoes, but it failed when Mrs. White tried to introduce the school to ravioli. The all-time favorite foods, according to several students, are still hamburgers, hot dogs, french fries, and spaghetti.

Getting children to accept new foods is the first step in the nutrition lesson. With the aid of a film about nutrition, skits, and

frequent discussions about the four basic food groups and Type A lunches, Mrs. White helps students understand that health and growth depends on their eating the right foods.

A skit about the four basic food groups has been developed to emphasize the interrelationship of foods and good health. Third graders at Northside present the skit to the rest of the school. The skit depicts a contest among Miss Bread, Miss Milk, Miss Fruit, and Miss Meat for the crown of "most important food." Each "miss" tries to convince a panel of judges that she is the most important food. The judges finally decide that everyone should receive a crown because no one food group meets all the body's food needs. Charts of the basic food groups are also posted throughout the cafeteria and in most classrooms as another reminder of the importance of good nutrition.

Occasionally students have quizzed Mrs. White when they felt certain food items were missing from their lunches. "It may seem to them that they are not getting their protein because

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there is no meat on their plate. I have to remind the children that there are eggs in the egg salad and cornbread—there is their protein,” she noted.

To help students understand the total picture of the school lunch program, the cafeteria manager conducts tours of the school’s kitchen. Mrs. White shows the pupils the utensils used in preparing and cooking the foods and explains about buying foods in bulk quantities.

Northside’s cafeteria is an attractive and fun place to eat in, too, remarked several students and teachers. Holidays are always big events and students assist Mrs. White and her staff in making table decorations for each holiday. Special cookies are baked ahead of time, such as shamrock-shaped cookies for St. Patrick’s Day and red, white, and blue cookies for Veteran’s Day. Each child’s birthday is celebrated during monthly birthday lunch parties. Parents, business leaders, and others from the community are encouraged to visit the lunchroom and eat with the children. According to Principal Henry Green, Mrs. White

does a good job of selling the school’s lunch program to “everyone.”

Last spring, Northside Elementary School won awards in all six categories of the Department of Public Instruction’s Division of School Food Services PIPPAN program, an acronym for: P, *professionalism*, current training and membership in the School Food Service Association; I, *intergroup activity*, involvement of community and school related groups in food service program; P, *publicity and information*, interpretation of school food program to news media and others; P, *participation*, increase in the number of students participating in the lunch program; A, *atmosphere*, activities to make the school food service more pleasant and attractive; and N, *nutrition education*, activities to increase students’ understanding of nutrition. The voluntary PIPPAN program recognizes outstanding school food service performance in individual schools across the State.

South Stokes High School, Stokes County, also won awards in all six categories, and winners

in individual categories included Faison Junior High School, Duplin County; Bertie Junior High School, Bertie County; and Walnut Cove Primary, and Germanton School in Stokes County. A total of 45 cafeterias participated in the program which began in the fall of 1973.

According to Ralph Eaton, director of School Food Services for the Department of Public Instruction, “The winning schools reflect a leadership that is willing to go above and beyond federal and State regulations governing the school lunch program. These cafeteria managers and staff are voluntarily putting that extra effort into improving the food service program for their students.”

Eaton added, some of these managers, including Mrs. White at Northside, have been doing the things described in the PIPPAN program for years, and now they’re being recognized for their efforts. (SC)



# SURVEY OF TEACHERS

K-6 principals, teachers and librarians in the schools selected for participation in the third-grade assessment completed questionnaires last spring on school factors affecting achievement and personal perceptions of school needs. Those teachers responding to the 159-item confidential questionnaire represented a 90 percent return rate from the 618 sample schools. These 12,875 educators included 11,500 classroom teachers. All of the principals in the participating schools responded to their 155-item questionnaire.

The first segment of the Third Grade Assessment of Educational Progress in North Carolina—made up of reading, mathematics, and language arts—is scheduled to be completed in November. The results will be published in the winter issue (January 1975) of *North Carolina Public Schools* magazine.

## Teachers

**ELEMENTARY TEACHER ATTITUDE IS GOOD!** While half (52%) said they are working harder than in the past, almost 9 out of 10 (88%) reported they are personally satisfied with their teaching experience. These educators judge their fellow teachers to be dedicated professionals (78%) who are working to improve their instructional efforts (72%). However, the K-6 teachers were concerned about the low percentage of male teachers at the primary and elementary levels and about the number of students having a poor attitude toward learning. While split on the adequacy of teaching salary, three out of every four teachers were grateful to the legislature for the extended term which they reported is helping them provide better instruction. Most teachers feel that they receive adequate information from their school districts about the districts' activities. In short K-6 teachers were getting along well with each other and with their teaching situations.

**TEACHERS GIVE PRINCIPALS GOOD MARKS.** North Carolina's elementary teachers consistently reported good performance from principals. Seventy percent of these teachers felt principals spend an adequate amount of time on instructional leadership. Almost two thirds (64%) felt teaching is improved through principals' evaluation of their teaching. Similarly, 67% felt the proper atmosphere for learning exists in their schools, and almost three out of every four (74%) of these K-6 teachers felt their principals encourage them to try new instructional procedures. The working relationship at the classroom level was seen as cooperative by an overwhelming majority (88%). Thus, teachers reported that their principals provide a good atmosphere for professional growth and improvement.

**ELEMENTARY TEACHERS FEEL CAPABLE IN THE BASICS BUT NEED HELP WITH THE SPECIAL NEEDS OF SOME CHILDREN.** Teachers were asked, "Are you capable in your job? Do you need some help? Were you well trained for your job?" They reported that they feel capable and adequately trained to meet the needs of their students in the foundation subjects such as reading, mathematics, language

arts, science and social studies. In the reading category, for example, 40% felt "very capable"; 47% felt "capable"; only 8% "needed some help"; and less than 1% of these elementary and primary teachers felt they "needed a great deal of help". These same teachers were much less prone to rate themselves as "capable" or "very capable" in areas such as physical education, music, art, and other cultural arts activities.

Because North Carolina's share of the national economic and educational wealth is not proportionate to its size, many of the State's youngsters are disadvantaged when compared with the "typical" child nationwide. Special learning problems are associated with such disadvantages. Teachers indicated a need for help (70%) with these children who have special learning problems. Over one third strongly felt they need help from someone who could demonstrate new classroom techniques for meeting these needs, such as teaching using the open classroom technique (37%) or teaching a multi-aged group (33%).

**INSERVICE IS HELPFUL; LET'S MAKE IT BETTER.** Primary and elementary teachers regarded staff development programs in their districts as beneficial (58%) and workshops as helpful (64%) but suggested that these programs for instructional improvement could be somewhat improved. These teachers preferred demonstrations of teaching methods (53%) or practical workshops emphasizing ideas for implementing programs (60%) instead of working on curriculum guides or attending workshops about new textbooks.

**WHAT'S ON THE TEACHER WISH LIST? OR HOW WOULD 12,000 K-6 EDUCATORS INVEST NEW MONIES, IF ASKED?** There seem to be four major needs expressed by these teachers: time apart from students, materials other than textbooks, teaching specialists or assistants, and a salary-benefit package for teachers. They would invest 25% out of every new educational dollar for material and supplies to be used in the classroom. Many (71%) are now spending personal funds for materials.

In addition to the 25% for materials, they would spend 29% of each new educational dollar for additional specialists and support personnel. Of this 29%, 26% was assigned to hire specialists at the school level in areas such as music, art, P.E., cultural arts and reading. Another 26% of this 29% would be spent in a general reduction of class size. Fifteen percent of the 29% would be used for support personnel such as teacher aides (74% of these teachers expressed a great need for such assistance), teacher clerical help (64%), school psychologists (63%), as well as library personnel.

The remaining 46% of each new educational dollar would be used in salary increases and benefits for teachers. The majority of this money would be spent for a package which includes: annual raises (44%), increased fringe benefits (21%), and increasing paid work days (10%).

**TEACHERS NEED TIME APART FROM THE STUDENTS DURING SCHOOL HOURS.** Many K-6 teachers indicated they are with their children continuously from the beginning to the end of the school day, including lunch time. There was a very strong request for some time apart from



# & PRINCIPALS

students during the day for rejuvenation as well as for planning and evaluation (94%) or for planning time during the day (70%). Four out of five teachers (81%) felt strongly that a school needs rooms where teachers can work in privacy.

**WHAT'S THE MESSAGE?** North Carolina's primary and elementary teachers are hard-working professionals who are satisfied with their situation and working relations with their principals. They feel sound in teaching the basics of these grades but could use some help in meeting the special learning needs of some 5-11 year old students. Finally, these K-6 teachers generally agree on four basic needs: (1) time apart from students; (2) a salary-benefits package; (3) teaching specialists and classroom assistance; and (4) supplies and materials.

## Principals

**PRINCIPALS REPORT THEY ARE CAPABLE!** Principals were asked to rate their capability and level of professional training in several major areas of the school program, such as instructional leadership, business management, school harmony, community and staff relations, and school discipline. Nine out of ten principals reported that they felt either adequate or very adequate in both their abilities and training. In fact, only 12% of the principals indicated a need for assistance with school discipline, and only 2% with general school relations. Similarly, only 11% and 9% of the principals indicated inadequate training in these same two areas.

**PRINCIPALS JUDGE TEACHERS CAPABLE IN CLASSROOM INSTRUCTION BUT REPORT THE NEED FOR ASSISTANCE WITH SPECIAL LEARNING PROBLEMS.** In the basic skill areas such as math, reading, and science, 84% of the principals judged their teachers either capable or very capable. This figure compared to the teachers' self-judgment with 88% of the teachers terming themselves capable or very capable in the basic skill areas. Likewise both groups were in agreement on the need for specially trained teachers to assist classroom teachers in such subjects as physical education, art, music, and other cultural arts. The percentages of principals indicating a need for specialists in these areas were 61% art, 70% physical education, 78% music, and 80% other cultural arts. In addition, seven out of ten principals judged that their teachers needed help with children having special problems, i.e., migrant children and children with physical, social, or emotional handicaps. Two thirds of the principals supported their teachers' request for assistance with the educational techniques designed to alleviate some of the special problems.

**PRINCIPAL JUDGMENT OF STUDENT NEEDS SUPPORTS TEACHERS' REQUESTS FOR SUPPLIES, MATERIALS, AND SPECIALISTS.** Principals, with the same level of agreement as teachers, supported their teachers' ranking of inadequate supplies and materials as a major handicap to effective teaching in the academic subject areas. Forty percent of the principals concurred with teachers that lack of specialists was the central problem in such areas as physi-

cal education, music, and art. One out of every three principals reported classroom supplies as inadequate, and one out of every four named lack of supplies and materials as one of the three greatest handicaps in North Carolina's educational system.

Principals, like teachers, saw the need for specially trained teachers and support personnel. Comparison of the two sets of responses revealed almost identical rank ordering of the various categories with principals indicating a somewhat stronger need than teachers for specialists in physical education (73% of principals agreeing), art (66%), and cultural arts (62%). The same agreement and rank ordering was noted in the principals' and teachers' list concerning support personnel, with teacher aides (73% of principals agreeing), school social workers and school psychologists (73%), student counselors (64%), and teacher clerical aides (62%) heading the list.

The principals' belief in the need for new personnel was emphasized in their responses to a question on how they would spend new educational monies. When principals were asked to state how they would fund the three broad categories of teacher benefits, new personnel, and instructional supplies, they earmarked half of the monies for new personnel while designating one quarter each to the two remaining categories.

**PRINCIPALS REPORT THEIR PHYSICAL PLANT SOMEWHAT INADEQUATE.** Nearly half of the principals reported their school plant size and temperature control were inadequate. Almost three quarters of the principals showed even greater concern about their schools' inability to effectively control noise and about their schools' inadequate physical education and storage facilities.

**PRINCIPALS REPORT SOME CHANGES IN THE FREQUENCY OF USE OF SOME EDUCATIONAL TECHNIQUES.** Fifty-three percent of principals (an increase of 44% since 1971-72) reported the recent use of the open classroom concept by at least one teacher in their schools. Tutoring of students by their peers occurred in their schools to some extent according to 54% of the principals (an increase of 37% since 1971-72). Some practices reflected a slight decrease since 1971-72, such as use of diagnostic testing for individualized instruction (presently reported by 65% of the principals as used by one or more teachers in their schools) and use of special instruction in cultural arts (presently reported by 31% of the principals as used in their schools by some teachers).

**WHAT ARE THE PRINCIPALS SAYING?** In general, principals felt their teachers are capable in the academic areas but require help in the form of program specialists in order to meet the special needs of North Carolina's youngsters. In addition, principals agreed with teachers on their requests for supplies and materials, planning time, and support personnel, while recommending that various aspects of their school facilities, such as temperature control, plant size, noise level, physical education, and storage facilities, could be improved.

The following questions were submitted to the Attorney General's Office by Robert D. Boyd, Director of Personnel for the State Department of Public Instruction.

1. *Is there any stipulation which would require a local board of education to begin the school year so as not to end on*

Sunday and these days are not considered vacation days. Although teachers and State employees are generally paid on a monthly basis and receive the same vacation benefits, Saturday and Sunday are not considered work days for which one is paid.

With this understanding in mind, and because all teachers are given a certain number of holidays with pay (1.25 days per month of employment) the local administrative unit should set up

contained in the file. Therefore, one way to handle the question would be to allow the teacher, at the teacher's expense, to copy his records and furnish those copies to his lawyer. G. S. 115-142(b) provides that "the personnel file shall be open for the teacher's inspection at all reasonable times but shall be open to other persons only in accordance with such rules and regulations as the Board adopts." The Board could, therefore,

# From the Attorney General's Office

*a Saturday or Sunday? Also, please include the reference you made earlier to the six-day work week.*

G. S. 115-157(a) provides that academic teachers (regular State allotted teachers) shall be employed for a period ten calendar months and paid monthly at the end of each calendar month of employment. Included within the ten calendar months of employment is 1.25 days of annual vacation leave for each month of employment. This subsection further provides that "in no event shall the total number of work days exceed 200 days." G. S. 115-157(b), which deals with occupational education teachers, after setting forth the term of employment for this class of teachers, provides that "the work week shall constitute five days for all occupational teachers regardless of the employment period."

In order to have uniformity with respect to both academic and occupational education teachers, the State Board of Education has passed a regulation limiting the employment of all classroom teachers to a five-day week. This means, simply, that no classroom teacher, academic or occupational, may be required to work more than five days in any one week.

Teachers, as is the case with most State employees, do not normally work on Saturday or

its school year calendar so that the end of the school year falls on a work day, and not on a Saturday or Sunday, which are normally considered non-working days. To do otherwise would seem to give teachers an additional day of pay without work when the calendar can be arranged without difficulty so that the beginning and ending of the school year fall on a normal work day. Ending the school year on a Saturday or Sunday is as illogical as beginning the school year on a Saturday or Sunday.

We want to make it clear that to end the school year on what would normally be a non-work day is not illegal. To do so would, however, in our opinion, be contrary to what we understand the intent of the General Assembly to be as set forth in G. S. 115-157, since to end the school year on a non-work, non-vacation day would be providing compensation for teachers otherwise than is contemplated in G. S. 115-157.

2. *Since a local employee has access to his or her personnel files, may a local administrative office release information contained in a personnel file to the local employee's attorney or other person as designated by the local employee?*

It is beyond question that a teacher's right to inspection of his or her personnel file includes the right to copy the records

adopt a regulation allowing the teacher's attorney to inspect the teacher's file upon written request of the teacher. Should the Board have such a regulation, copies of the records could be made available to the attorney. Conversely, absent such a written policy and should the Board prefer not to allow the teacher's attorney to inspect these records, the Board may refuse to allow such inspection by the attorney.

3. (A) *Does an expired certificate of a career status employee give reason for loss of career status?* (B) *Also, related to the same matter, would less than full-time employment mean loss of career status even if it is mutually agreed upon by the employee and the local board of education?*

In answer to question (A), G. S. 115-142(e)(1) does provide that one of the grounds for dismissal or demotion of a career teacher is "failure to maintain one's certificate in a current status." Should the individual's certificate expire, therefore, this would be grounds for the dismissal or demotion of a career teacher provided that the other requirements of G. S. 115-142, i.e., notice, hearing, etc., are complied with.

In answer to question (B), G. S. 115-142(d)(1) provides: "A career teacher shall not be subjected to the requirement of an-



nual employment nor shall he or she be dismissed, demoted, or employed on a part-time basis *without his or her consent except as provided in subsection (e).*" As provided for in this section just quoted, if the career teacher consents, he or she may be employed on a part-time basis. However, since G. S. 115-142(9) defines "teacher" to be, among other things, one "who is employed to fill a full-time permanent position," any teacher em-

ployed on a part-time basis would lose career status unless the Board were to agree, and this should be in writing and preferably placed on the face of the contract entered into with the teacher, that by accepting part-time employment the Board would still consider the individual to have career status and would make a full-time position available at the beginning of the next school year, or at some other specified future date. By

that I mean, simply, the individual may be teaching on a part-time basis for more than one year but by doing so voluntarily would not relinquish the right to be placed back into a full-time teaching position some time in the future.

## THE MOMENTUM OF MERGER

The number of school units in North Carolina has dropped in the past fourteen years from 174 in 1960 to 149 as of July 1, 1974. The reason for the drop is, of course, merger.

The push for merger began in 1960 when the voters of Charlotte and Mecklenburg County approved the merger of their two school systems by better than a two-to-one margin. That merger became effective on July 1, 1960.

It was not until 1963 that the State's next mergers took place, this time involving the Winston-Salem City and Forsyth County schools and the Oxford City and Granville County schools. Both mergers were approved by referendum.

Spurred by the momentum of past mergers, voters of Laurinburg and Scotland County answered the call to merger in 1964, followed closely by Canton and Haywood County whose merger became effective July 1, 1965. The number of school units was thus reduced to 169 in 1965.

But the big year for mergers was yet to come. In 1967, six mergers occurred, some involving more than two school units. And for the first time, a new type of merger was introduced into the State—the administrative merger.

The administrative merger is carried out in accordance with General Statute 115-74.1, according to William W. Peek, Administrative Assistant to State Superintendent of Public Instruction Craig Phillips. It is a plan in which two or more boards of education develop a merger plan and each board adopts it individually. The plan then goes to the county commissioners who approve it and enter it into their minutes, Peek added. Upon approval of the State Board of Education, the plan becomes effective. Although the people have not voted in the merger by referendum, their duly elected representatives have worked out a satisfactory plan for merger.

In 1967, three administrative mergers occurred: Hamlet, Rockingham, and Richmond County; Wades-

boro and Morven; and Fremont and Wayne County. That same year Elizabeth City and Pasquotank County; Pinehurst, Southern Pines, and Moore County; and Edenton and Chowan County citizens voted in mergers.

Another administrative merger plan for Cherryville, Gastonia, and Gaston County became effective in February of 1968. And in 1969, Henderson and Vance County merged, also by administrative plan.

Then came 1970, with three mergers in the western part of the State, all by administrative plan. With the mergers of Andrews, Murphy, and Cherokee County; Glen Alpine, Morganton, and Burke County; and Marion and McDowell County—the number of school units in the State was reduced to 152.

The administrative merger of Sanford and Lee County became effective on July 1, 1973, followed in 1974 by Lenoir and Caldwell County and Lincoln and Lincoln County. The latter was a legislative merger, but a plan had been developed by officials of both school units prior to enactment of the law.

Thus, when school doors opened at the beginning of the 1974-75 school year, North Carolina had 149 administrative units, 25 less than existed 14 years ago when the merger trend began.

Merger of school systems continues to be a goal in North Carolina, whether by referendum, administrative plan, or act of the legislature. Plans have already been approved for merger of Elm City, Wilson, and Wilson County to become effective July 1, 1976.

According to Peek, there has been some speculation about merger of the Hickory, Newton-Conover, and Catawba County systems. And there has been renewed interest in recent years in merger of the Asheville City and Buncombe County schools, he added.

Merger has not always been successful, however, as seen in results of recent referendums held in Durham County and Wake County. Nevertheless, the trend is unmistakably continuing in the State and the momentum has begun.

# ACTIONS of the 1974 SESSION of the GENERAL ASSEMBLY

## APPROPRIATIONS

The 1974 legislature appropriated \$789 million to operate the public schools for the 1974-75 school year, a substantial increase over last year's appropriations. The major areas and programs that account for the increases are these:

**Kindergartens.** \$12.7 million in new money, which will continue the development of the statewide kindergarten system. This appropriation will double the State's new kindergarten program so that 40 percent of the state's five-year-olds will be in a public school kindergarten during the 1974-75 school year.

**Salary increase.** \$48.9 million to provide a 7½ per cent salary increase for public school personnel. The Advisory Budget Commission had recommended a 5 percent pay increase. A salary increment (P-9) was also added in the principals' salary schedule.

**Occupational Education.** \$5 million for occupational education programs, that will be allocated to local units on the basis of average daily memberships. The state may not require local matching funds, but local school units are to provide evidence that the expenditure of local funds for occupational education programs is no less than the amount spent per pupil for those

programs during the prior year. The State Board is authorized to withhold funds appropriated under this act to ensure that "supplanting of local funds does not occur."

**New Teachers.** \$3.4 million to provide \$3 per ADM for instructional personnel in mathematics, reading, and the cultural arts. The requirement that State funds not supplant local funds also applies to this appropriation and to the appropriations for personnel and clerical assistance noted below.

**Support Personnel.** \$5.6 million to provide \$5 per ADM to employ support personnel in guidance, psychology, health, and social services.

**Clerical Assistance.** \$4 million to provide clerical help in individual school offices. The money will be allocated on a formula that is inversely proportional to the size of the school. A flat \$3.70 ADM allocation (up from \$2.84) will be added to these grants.

**Exceptional Children.** \$8.1 million to provide 400 additional noncategorical teachers of exceptional children, 60 school psychologists, 50 categorical positions in teaching children with learning disabilities, and a 20 per cent increase in the ADM grant for the trainable mentally handicapped.

**Instructional Supplies.** \$1.4

million increase for instructional supplies.

**Research for Curriculum Development.** \$750,000 to improve instructional practices in the public schools.

**Physical Education.** \$2.1 million to develop health, physical education, and athletic activities. This money will be allocated on the basis of ADM for programs in kindergarten through grade 6 only. These funds are to be used for instruction, supplies, or equipment in improving physical education. The State Board must use \$88,500 of this money to conduct regional workshops during the summer of 1974 to prepare school employees for this work.

**Regional Education Centers.** \$113,744 to establish two additional regional centers. One is located in Albemarle and serves the school units of educational District 6. The other is located in Jacksonville and serves the school units of educational District 2. Five of the eleven districts will now be served by a center.

**Transportation.** \$2.8 million, which will reduce the number of children who must stand on school buses to half the present number and will cover rising gasoline costs.

Many requests for new programs were not approved. The major requests that were re-



jected included \$4.1 million to revise the teacher allotment formula, \$9.4 million for plant operation, \$1.5 million to increase the school meal subsidy, and \$3 million for clerical assistance in the central office of local administrative units. The legislature also reduced the contingency funds to employ teachers to meet the State's requirement on class size from 266 to 100 positions, cutting \$2 million from the budget. In general, however, education did well in the 1974 session.

## TEACHERS AND OTHER SCHOOL EMPLOYEES

In addition to the legislation affecting school employees—salary increases, new teachers in math, reading, and art, and new support and clerical personnel discussed under other headings—several other proposed or enacted statutory changes should be noted:

**Sick Leave.** The legislature increased the maximum number of sick-leave days from five to six days per year.

**Retirement.** Several important changes were made to the retirement system. They include retirement credit for military service and for out-of-state governmental service and to purchase credit for time lost when an employee has voluntarily withdrawn contributions (Ch. 1311, S 1154). Benefits were increased for persons who retired for reasons of disability before July 1, 1971 (Ch. 1312, S 1155), and a cost-of-living increase from 4 to 6 per cent for 1974 was provided for those who had retired before July 1, 1973 (Ch. 1312, S 1155). Persons with vested retirement rights may obtain or continue the state employees' hospital-medical insurance if they pay the entire premium, and persons permanently employed on a basis of half-time or more may, as of July 1, 1974, obtain the

state employees' hospital-medical insurance by paying the entire premium (Ch. 1278, H 1516). The Teachers' and State Employees' Retirement System will publish and disseminate full information on these changes.

**Workmen's Compensation.** The weekly payments under Workmen's Compensation to dependents for death were extended from 350 to 400 weeks (Ch. 1357, H 1849). However, if the employee's widow (or widower) is unable to support herself because of physical or mental disability, compensation payments will continue during her lifetime or until remarriage. Compensation payments made because of a dependent child will be continued until the child reaches 18. In case of total or permanent disability, "compensation, including reasonable and necessary nursing services, medicines, sick travel, medical, hospital, and other treatment or care of rehabilitative services shall be paid for by the employer during the lifetime of the injured employee." These provisions apply only to cases that arise after July 1, 1975 (Ch. 1308, S 1229).

**Length of School Day.** G. S. 115-36 has authorized local boards to allow handicapped pupils and first and second graders to attend school for less than the six hours that is the statutory minimum length of school day. This statute was amended to extend the exception to the six-hour requirement to kindergarten and third-grade students (Ch. 1137, H 1714).

## STUDENTS AND CURRICULUM

Though all legislative actions dealing with schools can be said to affect students, since students are the direct beneficiaries of the school, several pieces of 1974 legislation deal with issues particularly relevant to students.

Several of these, such as kindergartens and transportation, have already been discussed. The following enactments are also noteworthy.

**Conduct.** The Riots and Civil Disorders Act (Article 36A of Chapter 14) was amended to make the disruption of schools a crime (Ch. 1347, S 639). G. S. 14-288.4(a) was amended to provide that anyone who "disrupts, disturbs or interferes with the teaching of students at any public or private educational institution or engages in conduct which disturbs the peace, order or discipline at any public or private educational institution or on the grounds adjacent thereto" is guilty of misconduct. Violating this provision is a misdemeanor punishable by a fine not to exceed \$500 or imprisonment for not more than six months.

G. S. 115-133.2 authorizes boards of education to offer and pay rewards for information leading to the arrest and conviction of any person who willfully defaces, damages, or destroys property or commits an act of vandalism or larceny of property belonging to the school system. The amount of the award has been increased from \$50 to \$300 (Ch. 1216, H 2008).

**Children with Special Needs.** The 1974 session continued the work of past legislatures in providing new programs for children with learning disabilities. It declared as State policy the responsibility to ensure every child a fair and full opportunity to reach his full potential and that no child as defined in this act shall be excluded from service or education for any reason whatsoever" (Ch. 1293, S 1238). The child protected is the "child with special needs." He is defined as:

any child who because of temporary or permanent disabilities arising from intellectual, sensory, emotional, physical, environmental factors, or other specific learning dis-

ability is inhibited from achieving his full potential; to include, but not limited to, the educable, trainable, profoundly, and functionally retarded, emotionally disturbed, learning disabled, the physically handicapped or other impairments [sic] including hospitalized, homebound, or pregnant, the deaf or hearing-impaired, the language or speech-impaired, the blind or visually-impaired, gifted and talented, autistic, dependent, abused, neglected, multiple-impaired, and socially maladjusted.

The act requires the Department of Human Resources and the State Board of Education to conduct a census of all children with special needs and appropriate \$50,000 to each for this purpose. The agencies are to use the census data to develop jointly a state plan for providing equal education and service to children with special needs. A preliminary plan must be submitted to the 1975 General Assembly and is to include the actions necessary to comply with the State policy set out above.

A right of appeal is given a parent or child to review an act or failure to act by a State or local school authority when a child has been or is about to be: (1) denied entry or continuance in a program appropriate to his condition and needs; (2) placed in a program that is inappropriate, unsuitable, or inadequate to his condition and needs; or (3) assigned to a special program when he is not a child with a special need. When a child is to be placed or denied placement in a special program, the school must promptly notify the parent by registered mail, which notice shall include a statement that the parent is entitled to a review of the decision. The review is before either the local school board for educational matters or the Governor's Advocacy Council on Children and Youth on "human

resource matters." The parent also is given a right to see any report, record, clinical evaluation, or other materials bearing on the issue being reviewed. The State Superintendent is to adopt regulations for conducting these hearings, which shall include authorization for the local school board to use a hearing officer or hearing board for the review.

A commission on Children with Special Needs was also established as a permanent State commission (Ch. 1422, S 1382). It will have nine members and be charged with studying services provided by other states for children with special needs. On the basis of this information, it is to evaluate existing North Carolina programs, monitor their progress, and report the type of services North Carolina provides compared with those provided by other states. It is to recommend any legislation needed to improve the state's programs for children with special needs.

The General Assembly also established a Council on Educational Services for Exceptional Children (Ch. 1079, H 1546). This seventeen-member body was created expressly to advise the State Board of Education on the problems of exceptional children. To meet this responsibility, the Council is to review the programs in the public schools for exceptional children periodically, receive complaints from citizens concerning public school programs, and recommend needed corrective action to the State Board of Education.

The State Board of Education was also authorized to finance the costs of transporting autistic, communications handicapped, and deaf and blind children from their home to the nearest public educational institution that can serve their needs (Ch. 1351, H 1945). This authorization was made to pay transportation costs of children who have no facilities in their home community and

must travel to another county or city to receive education and training. There was no appropriation for this purpose.

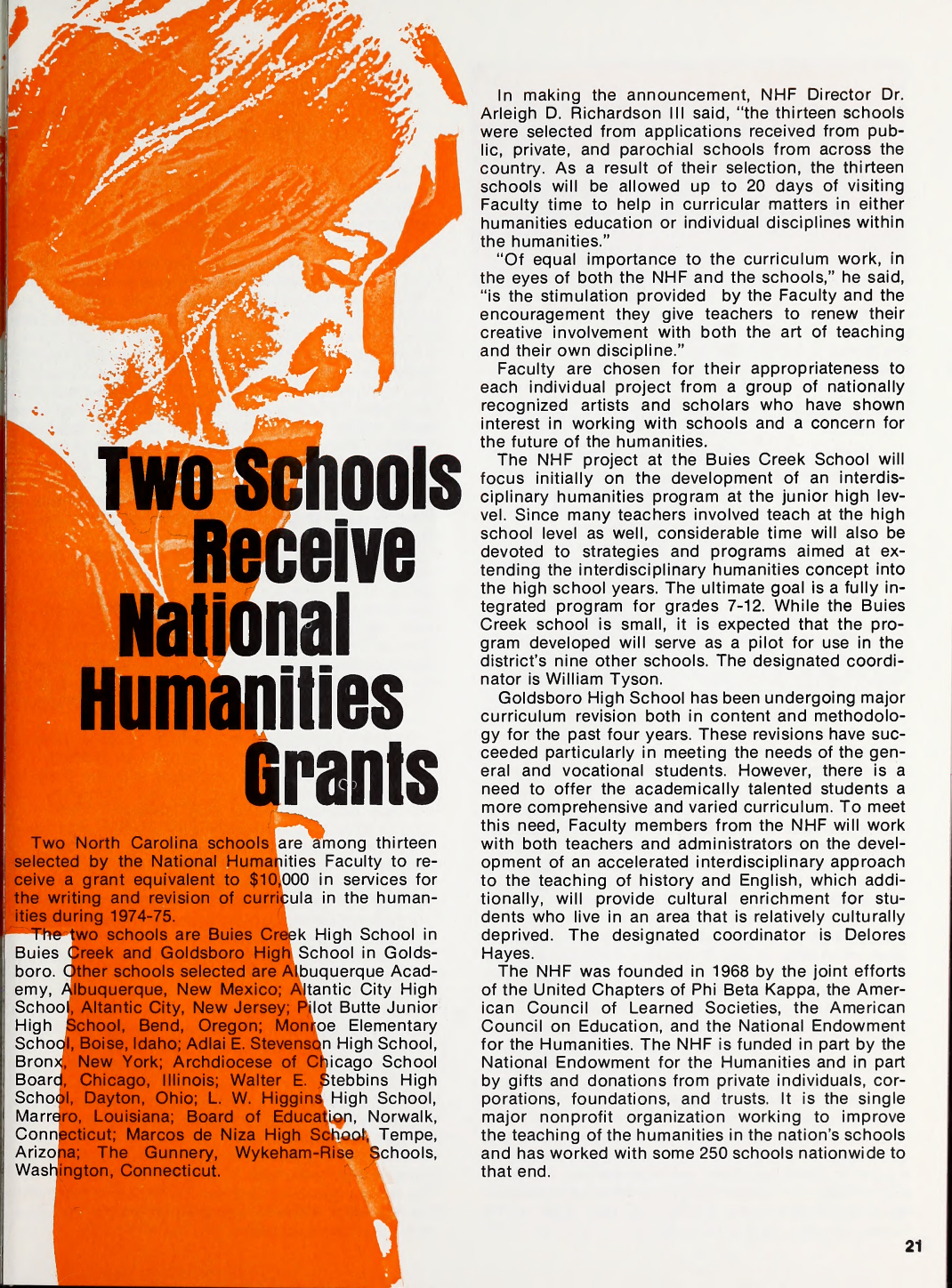
Resolution (R 176, S 1479) created a legislative study commission to consider what changes, if any, should be made to the statutes dealing with the composition and duties of the Textbook Commission. The study commission is to report its recommendations to the Governor by January 15, 1975, for transmission to the 1975 General Assembly.

An elementary school law education project was funded as a pilot project under the direction of the Division of Social Studies of the Department of Public Instruction (Ch. 1249, S 1309); \$60,000 was appropriated to provide special instructional materials and teacher-training workshops to emphasize and strengthen law-focused education in the elementary school curriculum. The legislature also adopted a resolution recommending the expansion of the North Carolina Justice Foundation's program of instruction to eighth- and ninth-grade students in "the responsibilities and penalties under the law in our democratic society" (R 156, H 1997).

The State Board of Education received \$15,000 for distribution to institutions with nursing programs. The money is to help in developing advanced-placement programs for students who have had experience in the health-care field, e.g., medical corpsmen (Ch. 1461, H 1470).

*Excerpts from North Carolina Legislation 1974 prepared by Robert Phay of the Institute of Government. Reprinted by permission of the Institute.*





# Two Schools Receive National Humanities Grants

Two North Carolina schools are among thirteen selected by the National Humanities Faculty to receive a grant equivalent to \$10,000 in services for the writing and revision of curricula in the humanities during 1974-75.

The two schools are Buies Creek High School in Buies Creek and Goldsboro High School in Goldsboro. Other schools selected are Albuquerque Academy, Albuquerque, New Mexico; Altantic City High School, Altantic City, New Jersey; Pilot Butte Junior High School, Bend, Oregon; Monroe Elementary School, Boise, Idaho; Adlai E. Stevenson High School, Bronx, New York; Archdiocese of Chicago School Board, Chicago, Illinois; Walter E. Stebbins High School, Dayton, Ohio; L. W. Higgins High School, Marrero, Louisiana; Board of Education, Norwalk, Connecticut; Marcos de Niza High School, Tempe, Arizona; The Gunnery, Wykeham-Rise Schools, Washington, Connecticut.

In making the announcement, NHF Director Dr. Arleigh D. Richardson III said, "the thirteen schools were selected from applications received from public, private, and parochial schools from across the country. As a result of their selection, the thirteen schools will be allowed up to 20 days of visiting Faculty time to help in curricular matters in either humanities education or individual disciplines within the humanities."

"Of equal importance to the curriculum work, in the eyes of both the NHF and the schools," he said, "is the stimulation provided by the Faculty and the encouragement they give teachers to renew their creative involvement with both the art of teaching and their own discipline."

Faculty are chosen for their appropriateness to each individual project from a group of nationally recognized artists and scholars who have shown interest in working with schools and a concern for the future of the humanities.

The NHF project at the Buies Creek School will focus initially on the development of an interdisciplinary humanities program at the junior high level. Since many teachers involved teach at the high school level as well, considerable time will also be devoted to strategies and programs aimed at extending the interdisciplinary humanities concept into the high school years. The ultimate goal is a fully integrated program for grades 7-12. While the Buies Creek school is small, it is expected that the program developed will serve as a pilot for use in the district's nine other schools. The designated coordinator is William Tyson.

Goldsboro High School has been undergoing major curriculum revision both in content and methodology for the past four years. These revisions have succeeded particularly in meeting the needs of the general and vocational students. However, there is a need to offer the academically talented students a more comprehensive and varied curriculum. To meet this need, Faculty members from the NHF will work with both teachers and administrators on the development of an accelerated interdisciplinary approach to the teaching of history and English, which additionally, will provide cultural enrichment for students who live in an area that is relatively culturally deprived. The designated coordinator is Delores Hayes.

The NHF was founded in 1968 by the joint efforts of the United Chapters of Phi Beta Kappa, the American Council of Learned Societies, the American Council on Education, and the National Endowment for the Humanities. The NHF is funded in part by the National Endowment for the Humanities and in part by gifts and donations from private individuals, corporations, foundations, and trusts. It is the single major nonprofit organization working to improve the teaching of the humanities in the nation's schools and has worked with some 250 schools nationwide to that end.



# items

## **N. C. ALLIANCE FOR ARTS EDUCATION FORMED**

A North Carolina affiliate of the Alliance for Arts Education has been formed. Dr. Lois Andreasen, Dance Instructor at UNC-Greensboro and chairman of the group, says the group will serve three major purposes. First, members will seek out and bring together arts groups throughout the State in an effort to improve communications between all arts interests. Second, the group will serve as a screening committee for North Carolina performers who want to perform at the Kennedy Center in Washington, D. C. Third, the organization will act as a receiving group for funds made available through the National Alliance for Arts Education organization. The national AAE has been in existence for about one year.

## **ASSOCIATION FOR RESEARCH IN EDUCATION FORMED**

Teachers, administrators, and other public school educators are invited to join the North Carolina Association for Research in Education (NCARE). NCARE was organized in May and has a membership of more than 100 researchers, college and university educators, classroom teachers, and others with a special interest in research.

Membership is open to any person demonstrating an interest in educational research. NCARE is aimed at improving the quality of education through more effective use of research and evaluation. The organization seeks to improve communication among researchers and practitioners, the general public, and policy-makers. Activities include meetings and publications, efforts to improve the quality of research and evaluation, attempts to increase resources available for educational research, and speaking out on special issues in education.

NCARE is not affiliated with any institution or organization and includes members from all areas of education and related fields. For further information contact: Dr. John Bridgman, President; Association for Research in Education; 1621 East Third Street; Winston-Salem, N. C. 27101.

## **ANNUAL CONFERENCE ON EXCEPTIONAL CHILDREN SCHEDULED**

The Twenty-sixth Annual Conference on Exceptional Children will be held October 31-November 1, 1974, in Winston-Salem. Headquarters will be at the Winston-Salem Hyatt House, with meetings scheduled also for the Convention Center.

"Programming for Exceptional Children: New Directions," this year's theme, has a special meaning for administrators, supervisors, classroom teachers and parents concerned with services for children with special needs. The 1974 General Assembly passed the Equal Educational Opportunities Act which demands many changes and increases in programs for exceptional children across the State. The conference this year will take an intensive look at what these changes will mean in the design of educational programs.

Theodore R. Drain, director of the Division for Exceptional Children, which sponsors the annual conference, said that the program format has been designed to include short courses focusing on instructional techniques and special presentations centering on exemplary programs currently in operation in the State. Speakers at general sessions and in interest meetings will examine some of the special problems educators must consider in order to insure equal education to all children.

Program participants will include nationally-known leaders in the education of exceptional children: Dr. Oliver Hurley, associate professor with the Division for Exceptional Children at the University of Georgia and Dr. Burton Blatt, director of the Division of Special Education and Rehabilitation at Syracuse University. Dr. Hurley will be the featured speaker at the opening session, Thursday evening at 7:30 p.m. Dr. Blatt, probably best known for his revealing look at institutions in the book *Christmas in Purgatory*, will deliver the main address at the Friday morning general session.

A few of the topics included in the program are impulses for change in exceptional child programs, educational leadership, comprehensive services, identification of culturally different gifted children, child abuse and neglect, the principal's and teacher's roles in dealing with the delinquent child, occupational education for trainable pupils, vocational guidance and job placement for the secondary level educable mentally retarded pupil, alternate approaches to teaching the learning disabled pupil, and treatment of language disorders in children.

Tours to classes for exceptional children in the Winston-Salem/Forsyth Schools are planned for Thursday afternoon, October 31. Both the tours and the six short courses are pre-conference activities requiring pre-registration.

## **FIRST SCHOOL SYSTEMS RECEIVE NEW STATE ACCREDITATION**

Five school systems have been approved by the State Board of Education under the new State accreditation guidelines. Bladen County Schools, Camden County Schools, Monroe City Schools, Scotland County Schools, and Wilkes County Schools are the first school units to receive accreditation under the policies adopted by the State Board in October 1972.

Under the new policies, an entire system is accredited by the State rather than the old method of accrediting schools one by one. "This approach puts the emphasis on quality rather than quantity—we're not just counting library books," said State Superintendent Craig Phillips.

"Instead, we're asking school units to do their own planning and set their goals for the entire school unit in cooperation with the Department of Public Instruction," he continued. "We're moving away from a system where the school had to fit a mold designed by someone else. We want to see a system set its own goals, its time frame for achieving those goals, and its method of measuring whether it has achieved the goals it has set," Phillips said. "The emphasis is on outcomes—is it paying off for the child?" he concluded.

Marie Haigwood, who heads up the Department's State accreditation program, said that 12 other school units are presently working toward State accreditation and 70 additional school units are engaged in planning preparatory to seeking State accreditation.

## **LUMBEE ASSOCIATION TO DEVELOP NATIVE AMERICAN CURRICULA**

An agreement with the Lumbee Regional Development Association to develop learning materials about Native American culture for use in the State's public schools was approved by the State Board of Education at its August meeting.

According to Board member Earl Oxendine of Robeson County, the materials developed should provide non-Indian students an unbiased account of Indian culture and heritage and dispel misconceptions they have about Indians. "On the other hand," said Oxendine, "this project should increase Indian students' knowledge and understanding of their past, present, and future."

"In developing the Native American curricula for classrooms," said Oxendine, "we hope the Lumbee Regional Development Association will involve all segments of the Indian communities in order to develop authentic and useful materials for classrooms across the State."

This program is believed to be the first of its kind in the Eastern half of the U. S.

## **N. C. RECEIVES FEDERAL GRANT FOR GIFTED EDUCATION**

North Carolina is one of 10 states sharing a federal grant of \$124,800 for developing special programs for gifted and talented students. The grant, one of three awarded in the nation, is being administered by the South Carolina Department of Education for Georgia, North Carolina, Florida, Louisiana, Mississippi, Alabama, Kentucky, South Dakota, and one other state to be determined.

"The major purpose of the grant," said State Superintendent Craig Phillips, "is to establish interstate cooperation among programs for gifted students and to speed up the development of individual statewide programs in the cooperating states." Phillips added that North Carolina will receive funds for a special activity, such as a conference staffed by national leaders in gifted education.

Cornelia Tongue, gifted education consultant with the Division of Exceptional Children of the State education agency, will be a member of the regional planning committee.

## **ADVISORY GROUP ON EXCEPTIONAL CHILDREN FORMED**

The 1974 General Assembly established a 17-member Council on Educational Services for Exceptional Children to serve as an advisory group to the State Board of Education. An outgrowth of parent concern about the availability of appropriate programs for children with special needs, the Council is composed of 11 parents of school-age children and 6 legislative appointments. Parent members, appointed by the State Board of Education, represent each Congressional district. Representative Graham Bell, from Gastonia and author of the bill creating the Council, is serving as chairman.

The group will receive inquiries from citizens concerning all aspects of the operation of public school programs dealing with exceptional children and will make recommendations, by majority vote, to the State Board of Education. At its August 7 organizational meeting, Council members agreed upon several major needs for immediate consideration: appropriate teacher training opportunities, flexibility in programming, adequate funding, adequate identification procedures and trained testing personnel, preschool programs, and communication between agencies serving children with special needs.

In an effort to study these and other related issues and propose workable alternatives, the group has pledged itself to monthly meetings in various locations across the State to make its services accessible to all citizens. Meetings will be open to the public. Dates, locations, and procedures for presenting concerns to the Council will be publicized prior to each meeting.



Reading, writing, arithmetic, science, social studies, and just about every school subject can be taught from just one source, a kind of "living textbook." What's a living textbook? It's a daily newspaper.

For three weeks during the past school year, fourth and fifth grade students at New Hope Elementary School, sixth and seventh graders at Springfield Middle School, and eleventh graders at Rock Ridge High School, all in the Wilson County School unit, used the *Wilson Daily Times* as their textbook. According to Wilson County School Superintendent E.C. Funderburk, the project went further than the traditional practice of using a newspaper to study events.

"We wanted to teach reading skills, consumer education, and other academic subjects, as well as help students evaluate between what is news and what is opinion," explained Funderburk.

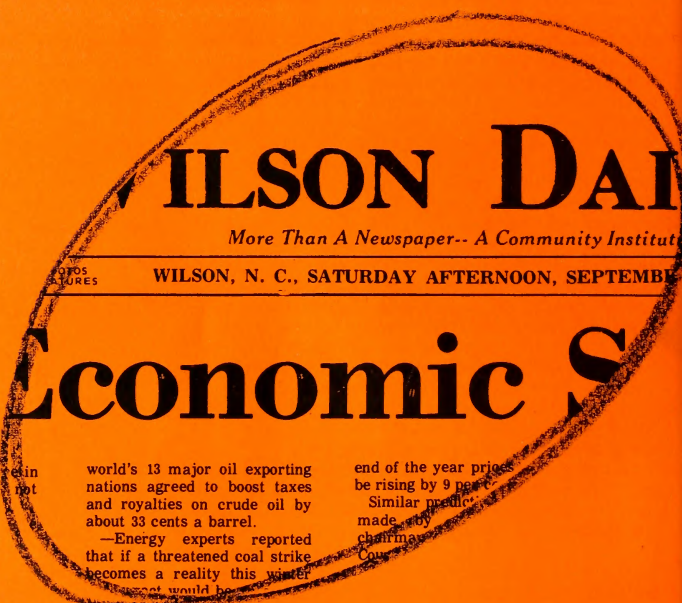
How does a teacher substitute a newspaper for a textbook?

Mrs. Kathryn Whitehurst, an English teacher at Rock Ridge High School, used the *Daily Times* as a tool to stress basic reading skills, vocabulary development, critical reading, and grammar and composition.

Some teachers felt advertisements were useful in teaching mathematics, particularly fractions, while other students practiced addition skills by adding won and loss columns for basketball teams.

While the use of newspapers in the classroom may never entirely replace the textbook, Mrs. Whitehurst remarked: "The newspapers served to renew the students' interest in school, provided exceptionally high interest reading material, and provided a medium by which the students could relate what they were reading and learning to their own lives."

# NEWSPAPER BECOMES TEXTBOOK



Copies of the *Daily Times* were provided by the newspaper company to each of the students involved in the project. While the newspapers were used in several different learning activities, Mrs. Elizabeth Swindell, editor and publisher of the *Daily Times*, felt the newspaper was a key to helping students better understand local government and current governmental issues.

Responses from faculty and students to the newspaper experiment were enthusiastic, and Superintendent Funderburk hopes to be able to expand the project this school year.

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39/2

**NORTH  
CAROLINA  
PUBLIC  
SCHOOLS**

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*Reading*



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## COVER

Reading is the State Board of Education's number one priority. A look at how two school systems are trying to help each child learn to read and some causes and solutions for reading problems begins on page 12.

## Photo credits

Page 10, courtesy of Greensboro Daily News, Rip Wood-en, photographer; page 12, Bruce Clark, SDPI photog-rapher.

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**NATIONAL VOCATIONAL EDUCATION WEEK**

**FEBRUARY 9-15**

# NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 39 / NUMBER 2 / WINTER 1975

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## YOUR COPIES OF NORTH CAROLINA PUBLIC SCHOOLS

The number of copies each school receives is based on 75 percent of that school's teachers. It is hoped that the magazine will be placed in teachers' lounges or other central locations so that interested staff members may pick up their copies.

# From the State Superintendent

During November and December we completed a most productive series of sessions talking with members of the "educational family" in all of the eight educational districts.

The sessions included a sitdown with the family to discuss ways we can do our individual jobs better. For two hours key concerns were discussed followed by the answering of many questions dealing with the present and future of public education in the State.

At each of the eight regional sessions each of the 149 school systems was represented by teachers, secretaries, support personnel, and administrators. The questions showed that what is uppermost on the minds of most teachers is the welfare and future of the one million, two hundred thousand school children in this State. Key subjects included: time to teach, management, leadership and planning, involvement, Statewide assessment, accreditation, certification, sex bias, and others.

These all too brief discussions did give all concerned a chance to focus on one fact: public education in this State is large, complex, and often misunderstood. All members of the school family at these

meetings seemed to agree that probably one of our most pressing needs is to develop better understanding through improving our methods of two-way communication — with the school family and with the school community.

Following the afternoon discussion sessions we were joined by legislators, county commissioners, education board members, press representatives, and others. The program consisted of an informal presentation of the budget priorities of the requests recently made by the State Board of Education to the 1975 General Assembly.

More than 4,000 school family members and decision makers attended these functions. More than 140 of the 170 members of the General Assembly, and hundreds of board members and commissioners took part. We feel that on the eve of the opening of the 1975 legislative that key professional and lay leaders know more about the State Board's requests for new money than ever before.

The State Board of Education has presented a progressive but realistic budget; a budget that is program centered and one that addresses the priority needs of our children. The State Board is required by law to present the total needs of public education and the requests for 1975-77 do just that.

During the past several sessions the legislators have responded in a remarkable and responsible way to the total needs. As legislators and county commissioners struggle to maintain a good balance between needs and the availability of money, it is imperative that every member of the school family continue to be involved and to express the total needs of our system of public education in North Carolina.

## NEW MONEY REQUESTS FOR 1975-77

*Listed below are the priorities for public schools in the Expansion Budget request made to the 1975 General Assembly through the Advisory Budget Commission. These priorities were adopted by the State Board of Education. The Expansion Budget reflects money requested for new staff and programs. This is in addition to current programs and staff.*

Priority	Program Description	1975-76	1976-77	Total
1	Reading	\$ 8,710,305	\$ 14,192,980	\$ 22,903,285
2	Kindergarten	13,489,176	26,997,840	40,487,016
3	Exceptional Children	20,570,578	24,712,215	45,282,793
4	Occupational Education	11,734,140	11,832,910	23,567,050
5	Basic Areas (Math, Sci., Soc. St., & Lang.)	6,626,950	6,596,295	13,223,245
6	Library and Media Services	5,826,950	11,392,590	17,219,540
7	Supplies and Materials	13,504,680	19,027,403	32,532,083
8	Teacher Allotment Formula	4,756,124	4,237,944	8,994,068
9	Basis of Allotments	162,773	219,897	382,670
10	Operation of Plant	6,874,822	7,551,800	14,426,622
11	Cultural Arts	5,826,950	5,796,295	11,623,245
12	School Food Services	8,375,268	8,674,968	17,050,236
13	Pupil Personnel Services	11,353,900	11,292,590	22,646,490
14	Assistant Superintendents	1,031,582	1,037,290	2,068,872
15	Transportation	7,927,407	13,672,079	21,599,486
16	Clerical Assistants (Supts.)	3,000,000	3,000,000	6,000,000
17	Health, Safety & Physical Education	3,075,704	3,075,704	6,151,408
18	Textbooks - High School	714,292	719,452	1,433,744
19	Supervisors	311,661	311,763	623,424
20	Development	2,000,000	2,000,000	4,000,000
21	Staff Development	1,785,000	1,785,000	3,570,000
22	Testing & Evaluation	800,000	800,000	1,600,000
23	Driver Education	3,772,987	3,784,987	7,557,974
24	Reallocation of Principals	-0-	24,092,533	24,092,533
25	Sick Leave	1,765,609	1,784,441	3,550,050
26	Co-curriculum Activities	1,125,390	1,119,259	2,244,649
27	State Board & Controller's Office	90,330	143,481	233,811
28	Dept. of Public Instruction	2,189,870	2,064,466	4,254,336
Total Programs & Operational Costs		\$147,402,448	\$211,916,182	\$359,318,630
Salary Increases (Offset Increase in Cost of Living)		\$ 72,916,220	\$152,773,682	\$225,689,902
Grand Total - Expansion Budget		\$220,318,668	\$364,689,864	\$585,008,532

*Note: State Board of Education is requesting the General Assembly to provide the same salary increase for public school personnel as may be provided for State employees to offset increases in the cost of living.*

For more detailed information on the Expansion Budget for public schools, request *A Plan for Tomorrow* from the Division of Public Information and Publications, State Department of Public Instruction, Raleigh, N.C. 27611.





# COUNTING THE CHILDREN

"Count the Children" was a familiar phrase on radio and television in North Carolina during the month of October. The sketch of a child's face appeared on thousands of posters, in newspapers, and on television screens announcing the right of all North Carolina children to an appropriate education and calling for a count of those children with special needs so that they may share in this right.

Just a few months earlier the 1974 General Assembly had passed into law the Equal Education Opportunities Act (EEOA) which establishes North Carolina's intent to provide every child with "full and fair opportunity to reach full potential" and guarantees that no child described in the Act shall be excluded from school services. These children include the educable, trainable, profoundly or functionally retarded, emotionally disturbed, learning disabled, physically handicapped or other health impaired—including hospitalized, homebound, or pregnant—deaf or hearing impaired, language or speech impaired, blind or visually impaired, gifted and talented, autistic, dependent, abused, neglected, multiple impaired, or socially maladjusted.

To guarantee the rights described, the Act required immediate action on two major activities: first, a Statewide census to locate children in North Carolina with special needs, and second, a preliminary State plan for providing equal education and services to those children located. Charged with the re-

sponsibility of completing these tasks were the Department of Public Instruction and the Department of Human Resources. Parents and Professionals for Handicapped Children (PPHC) volunteered to help organize the census.

With the limited sum of \$100,000 to canvas the entire State, the three groups elected to conduct the search in this way: (1) register in all 100 counties those children who fall within the legislative definition of children with special needs who are not being served in any type of public day school program during the current year; and (2) conduct an in-depth census in 10 selected counties of all children, infancy to 21 years of age, both in and out of school, who fall within the same legislative definition. The 10 counties selected for the in-depth survey were chosen by a Research Triangle Institute project as a sample of the Population areas of the State. Data to be collected from these counties—Mecklenburg, Wake, Robeson, Dare, Forsyth, New Hanover, Union, Stanly, Burke, and Hertford—then would provide the base for projecting the entire State's needs in developing the comprehensive plan.

Several things were important to the success of the "Count the Children" campaign—parental understanding of the purpose, organization, and publicity. In announcing implementation of the census plan, both State Superintendent Craig Phillips and Theodore R. Drain, director of the Division for Exception Children, emphasized that parents

should take a positive attitude toward the activity. Drain emphasized that the survey was not a threat to any satisfactory program for children with special needs. "Registering a child does not mean taking him from an environment in which he is developing and placing him where his needs will not be met," Drain said. "What it means is providing an accurate count of numbers of children recognized by their parents as needing special help; helping to identify the locations of children with special learning needs so that programs can be developed; and alerting local school superintendents to the total needs of the school community," he added.

State Superintendent of Public Instruction Craig Phillips explained that parents and guardians need not be apprehensive about registering a child for fear of "labeling" him in a specific category. "Our concern is to locate as many as possible of North Carolina's children with special needs," he said.

"Identity of children registered remains in the local school unit. Information gathered on all children, in both the registration and the census, is confidential, each child being assigned a number. The data was then computerized by the Department of Public Instruction's Management Information Systems Division and is being analyzed by the Research Triangle Institute to project the needs Statewide."

Also in support of the census, Secretary of Human Resources, David T. Flaherty, called the gathering of up-to-date informa-



tion a move towards expanding services and reducing duplication. Spokesmen for all agencies working in the drive cited as the major goal of the census the replacement of outmoded national figures with accurate North Carolina statistics for purposes of program planning.

To get the project under way, Human Resources' Council on Developmental Disabilities staff took charge of the 100-county registration. Aided by volunteers from PPHC, the organization that recommended the full State registration, CDD counselors went into every county to form local volunteer planning groups. Registration forms were explained and distributed; schools or other public facilities were established as registration sites; and hours for listing all children not currently receiving appropriate services were set for the week of October 21-26.

At the same time Division for Exceptional Children staff were working with school personnel in the 18 school units involved in the ten-county in-school survey. The plan called for registration by special class teachers of all children enrolled and a description of their needs. Regular class teachers also were asked to list children in their classes whom they felt would benefit from special services or who had been identified as needing these services but not receiving them.

On the State level, a special news conference announced the census plans. Public service announcements played on radio and television stations all over the State. In some counties October 21-26 was designated by public officials as "Count the Children" week. Other county leaders listed the information in church bulletins, in additional newspaper and radio advertising, and appeared in television interview spots. The public schools aided in the public information campaign by sending registration forms home with all students in grades 1-6.

A complete analysis of the outcome is expected later this month. In brief interviews with school officials in a few of the ten counties during and following the census, enthusiasm ranged from

moderate to high. In several areas the out-of-school registration period was extended to allow parents or guardians additional time to record their children. During the early days of registration week, parents in many areas seemed reluctant to contact registration officials, probably, as speculation went, because they were uncertain about the importance or confidentiality of the survey.

In one western county a parent questioned whether a child could be registered without letting the school know who the child was. There was the fear that the child would be removed immediately from his present situation and that the school would feel the parent was being antagonistic. Only after considerable assurance was the child registered.

Of the children who were listed as not receiving appropriate services, a large number were indicated as gifted and talented, an area often overlooked when making program changes in the schools. Other large areas included learning disabilities and the emotionally disturbed.

Hertford County found that all three of these special areas would require attention in future planning for that system's needs. In the rather sparsely populated northeastern county, over 1,200 children with special needs were located in the in-school search alone. Listed as out of school and not receiving services were 243 children. Social service and home school coordinators' records listed all but one of these children.

Arthur Brown, Hertford County's director of special education, feels that the many hours of hard work have been worth it. Brown developed his own forms which helped identify clusters of problems. He learned that children suspected of having a learning disability begin to appear at about the third grade level. Heavy distribution follows through grades four, five, and six. He also found that test scores and teachers' opinions validated those children listed as gifted and talented.

Brown plans to follow up the census results with screening to determine actual program changes.

This success story was shared in the Winston-Salem/Forsyth school system where school officials credited organization as the key to the massive numbers of children recorded there. C. Douglas Carter, special assistant for instruction with the Winston-Salem/Forsyth Schools, called in principals and guidance counselors for a training session prior to the beginning of the census. From funds allotted by the Department of Public Instruction to the system for the project's expenses, temporary clerical staff was hired to perform a variety of duties, from distributing posters throughout the city, to completing forms, answering the telephone, and recording the data on summary forms.

Substitute teachers also were hired to provide permanent teachers with released time for reviewing their records and listing those children who demonstrated some need for special help. Each school was allowed a designated number of substitute days according to the number of teachers on the faculty. At the end of census week, Carter, his staff, and volunteers worked extended hours to summarize the data and return it to the Division for Exceptional Children for permanent record.

"When parents called, we just let them talk about their child's problem," commented Clarence McKee of the Winston-Salem/Forsyth Schools. "Their description often confirmed test scores," he added. In Winston-Salem/Forsyth, as in probably all of the other counties, many parents were expecting immediate action. But as McKee explained, "We had to tell them that counting was the first step in planning programs."

The same thought was echoed by Mrs. Mamie Hubbard, who coordinated the in-school survey for the Division for Exceptional Children. "So important is an accurate count of children," she stated, "that plans are already being studied to make the census on children with special needs an ongoing project. We are anxiously awaiting the official tally and analysis so that we can get on with the task of developing a plan of action." (MH)

# STUDENT RECORDS

## PRIVACY AND ACCESSIBILITY

*The Scene: Principal David Johns Office - 1961*

- Mrs. Harris:** *My husband and I are concerned that Jeffrey's tenth grade work is not as good as it has been. I've talked with his teachers and the counselor and now I'd like to see all his records. We want to help him.*
- Mr. Johns:** *We'll be glad to share his grades with you and interpret some of the test scores, but other parts of the cumulative record are confidential.*
- Mrs. Harris:** *Confidential? You'll be glad to share? I don't understand. I'm not an outsider. I'm his mother and I want to help him.*
- Mr. Johns:** *I'm very sorry, Mrs. Harris. I hope you'll understand. We're not allowed . . .*

SIX YEARS LATER . . .

*The Scene: Principal Johns Office - 1967*

- Agent Davis:** *I need to see the files on Jeffrey Allen Harris. He graduated four years ago—1963. We're running a check . . .*
- Mr. Johns:** *Yes, of course. Mrs. Lentz, will you pull the file on Jeffrey Allen Harris for Agent Davis? Thank you.*
- Please make yourself comfortable at this desk. Mrs. Lentz will bring you the file.*

Was it ever really like this? Well, the answer is that in some places it probably was. In a few, it might have been worse. The point is, attitudes of both the general public and educators have changed in recent years. Americans who are not willing to have financial records kept by credit companies to which they have no access are also not willing to have schools keep records on students which are not accessible to parents. At the same time, the trend has been growing with educators to make information more accessible to parents and less accessible to others who have no right to it. There has also been a trend away from keeping many of the subjective comments which became popular in the '40's and 50's.

Now these changes that were occurring as the result of a new awareness among parents and educators are to be required by law. Local school boards, according to the new law, must now adopt policies to provide for parental access to student records and, at the same time, insure the confidentiality of these records or risk facing loss of federal funds. The new legislation is a result of an amendment to the

Elementary and Secondary Education Act. The amendment, introduced by Sen. James F. Buckley (R-N.Y.) is known as "The Family Educational Rights and Privacy Act of 1974" and is part of Public Law 93-380. (See facing page.)

The National Committee for Citizens in Education (NCCE), with a Ford Foundation grant of \$400,000, is spearheading a nationwide effort to inform parents of the new legislation. A revival of the National Committee for Support of Public Schools, the NCCE also supported Sen. Buckley's introduction of the law.

Reaction to the new law is mixed. Proponents say the new law will be a guarantee for students and their families in those situations where school officials have been rigid. Others say the amendment was hastily drawn and leaves a lot of questions about exactly how it can be implemented. Some teachers and counselors fear that there may be an overreaction and that items which should go in the records won't.

*Education Daily*, an independent news service, reported on November 18 that Sen. Buckley

and Senate Education Subcommittee Chairman Claiborne Pell (D-R.I.) were trying to work out some amendments and that Pell, against Buckley's wishes, might seek a delay in the effective date of the law. (While the effective date of the law was November 20, there is included in the law a 45-day grace period from the day of the parent's request until records must be opened.) The news service goes on to say that Buckley's staff indicated that the Senator himself might try for an amendment to cover what to do with materials that were put into student records under assumptions of confidentiality. An aide indicated that Buckley might suggest that schools be allowed to return confidential materials to the senders or ask them for waivers of confidentiality.

"How the privacy law will affect colleges and universities," says *Education Daily*, "is more complicated, with higher education organizations charging—and Buckley's office more or less conceding—that the law was drafted with only elementary and secondary schools in mind." Higher education organizations are charging that problems will arise with campus security records, health records, and employment records, adding that their situation isn't paralleled in public elementary and secondary education.

*Education Daily* also reported in November that HEW was about to write regulations to help clarify the new law. Caspar Weinberger, Secretary of HEW, said that regulations would be written "immediately" and published "as soon as possible, and, in any event, no later than the end of this year."

All this, of course, leaves local school boards who are trying to write up their guidelines holding the bag. Hopefully, by the time this article is printed in January, the issues of possible further amendments to the law and HEW regulations will have been resolved.

There is no question that records need to be accessible to parents and others who need them and secured from those who have no right to them—the question is simply *how* to do it.



# PUBLIC LAW 93-380

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974



### PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS

Sec. 513. (a) Part C of the General Education Provisions Act is further amended by adding at the end thereof the following new section:

#### "PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS

"Sec. 438. (a) (1) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy of denying, or which effectively prevents, the parents of students attending any school of such agency, or attending such institution of higher education, community college, school, preschool, or other educational institution the right to inspect and review any and all official records, files, and data directly related to their children, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. Where such records or data include information on more than one student, the parents of any student shall be entitled to receive, or be informed of, that part of such record or data as pertains to their child. Each recipient shall establish appropriate procedures for the granting of a request by parents for access to their child's school records within a reasonable period of time, but in no case more than forty-five days after the request has been made.

the record, and a few use it only as a jacket for other records.

The new series of forms is being designed to keep information in a more flexible format. There will be several 8½ x 11 sheets that will be easy to produce, revise, and copy. They will include explanations concerning which sections are required by State law or regulation and which are at the discretion of a given school unit. The forms would be housed in a file folder. School units will be urged to adapt the forms as local conditions dictate.

### REVISING THE RECORD FORMS

North Carolina is one of many states revamping its forms for keeping public school student records. The cumulative record published by the Department of Public Instruction is being redesigned and will be ready for use next fall. The old one is an often-revised version of a guidance record devised in the 1940's which became an administrative folder.

A number of school units have ceased using many portions of

"(2) Parents shall have an opportunity for a hearing to challenge the content of their child's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

"(b) (1) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy of permitting the release of personally identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, or organization, other than to the following:—

"(A) other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interests;

"(B) officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

"(C) authorized representatives of (i) the Comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 409 of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection; and

"(D) in connection with a student's application for, or receipt of, financial aid.

"(2) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a

policy or practice of furnishing, in any form, any personally identifiable information contained in personal school records, to any persons other than those listed in subsection (b) (1) unless—

“(A) there is written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents; and the student is furnished by the parents, or

“(B) such information is furnished in compliance with judicial order, or pursuant to a fully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

“(C) Nothing contained in this section shall preclude authorized representatives of (A) the Comptroller General of the United States, (B) the State administrative head of an education agency, or (D) State educational authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of Federally-supported education program, or in connection with the enforcement of the Federal legal requirements which relate to such programs: *Provided*, That, except when collection of personally identifiable data is specifically authorized by Federal law, any data collected by such officials with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of such students or their parents after the data so obtained has been collected.

“(4) (A) With respect to subsections (c) (1) and (c) (2), all persons, agencies, or organizations desiring access to the records of a student shall be required to sign a written form which shall be kept permanently with the file of the student, but only for inspection by the parents or student, indicating specifically the legitimate educational or other interest that each person, agency, or organization has in seeking this information. Such form shall be available to parents and to the school official responsible for record maintenance as a means of auditing the operation of the system.

“(B) With respect to this subsection, personal information shall only be transferred to a third party on the condition that such information will not permit any other party to have access to such information without the written consent of the parents of the student.

“(C) The Secretary shall adopt appropriate regulations to protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary or an administrative head of an education agency. Regulations established under this subsection shall include provisions controlling the use, dissemination, and protection of such data. No survey or data-gathering activities shall be conducted by the Secretary or an administrative head of an education agency under an applicable program, unless such activities are authorized by law.

“(D) For the purposes of this section, whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

“(E) No funds shall be made available under any applicable program unless the recipient of such funds informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of postsecondary education, of the rights accorded them by this section.

“(F) The Secretary, or an administrative head of an education

agency, shall take appropriate actions to enforce provisions of this section and to deal with violations of this section, according to the provisions of this Act, except that action to terminate assistance may be taken only if the Secretary finds there has been a failure to comply with the provisions of this section, and he has determined that compliance cannot be secured by voluntary means.

“(g) The Secretary shall establish or designate an office and review board within the Department of Health, Education, and Welfare for the purpose of investigating, processing, reviewing, and adjudicating violations of the provisions of this section and complaints which may be filed concerning alleged violations of this section, according to the procedures contained in sections 434 and 437 of this Act.”

(b) (1) (i) The provisions of this section shall become effective ninety days after the date of enactment of section 438 of the General Education Provisions Act.

(2) (i) This section may be cited as the “Family Educational Rights and Privacy Act of 1974”.

#### PROTECTION OF PUPIL RIGHTS

Sec. 514. (a) Part C of the General Education Provisions Act is further amended by adding after section 438 the following new section:

#### “PROTECTION OF PUPIL RIGHTS

“Sec. 439. All instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this section, research or experimentation program or project means any program or project in any applicable program designed to explore or develop new or unproven teaching methods or techniques.”

(b) The amendment made by subsection (a) shall be effective upon enactment of this Act.

#### LIMITATION ON WITHHOLDING OF FEDERAL FUNDS

Sec. 515. (a) Part C of the General Education Provisions Act is further amended by adding after section 439 the following new section:

#### “LIMITATION ON WITHHOLDING OF FEDERAL FUNDS

“Sec. 440. Except as provided in section 438 (b) (1) (D) of this Act, the refusal of a State or local educational agency or institution of higher education, community college, school, agency offering a preschool program, or other educational institution to provide personally identifiable data on students or their families, as a part of any applicable program, to any Federal office, agency, department, or other third party, on the grounds that it constitutes a violation of the right to privacy and confidentiality of students or their parents, shall not constitute sufficient grounds for the suspension or termination of Federal assistance. Such a refusal shall also not constitute sufficient grounds for a denial of, a refusal to consider, or a delay in the consideration of, funding for such a recipient in succeeding fiscal years. In the case of any dispute arising under this section, reasonable notice and opportunity for a hearing shall be afforded the applicant.”

(b) The amendment made by subsection (a) shall be effective upon enactment of this Act.



# EXTENDED day/ optional school programs

Who would dream of having flexible school hours and a choice of subjects? North Carolina is trying some new things to really help young people get an education "tailored" to the individual. One new education adventure has been the establishment of the extended day/optional school program. It is a part of the regular school program, with some modifications. It provides flexibility in terms of time, course content, and teaching methods.

The basic curriculum is designed to meet the particular and unique needs of certain individuals. It includes academic instruction, occupational training with pre-employment preparation, occupational skill training; and supervised on-the-job experience, extracurricular activities, guidance, and social services.

The extended day/optional school program is for all boys and girls between the ages of 16 and 18. Young people enroll in the program for a variety of reasons. Some of the enrollees are students who cannot take all of the courses they want during the regular school day. Others are school-age youth who have

dropped out for some reason, students who need to work, school-age parents, or "push outs." According to interviews with local coordinators, the majority of students in this program have IQ's that are average or above. While some of the programs contain a remedial component, by-and-large they are striving to be comprehensive.

Wayne Dillon, coordinator of the extended day/optional school program for the State Department of Public Instruction, pointed out that each student's program is individualized so that he or she can succeed in school and on the job. Many of the students work in the community while they attend school to continue their education and earn credits for a high school diploma. A study of the enrollees in the first optional schools shows that a majority of the students are returning to their regular school for the purpose of earning a high school diploma.

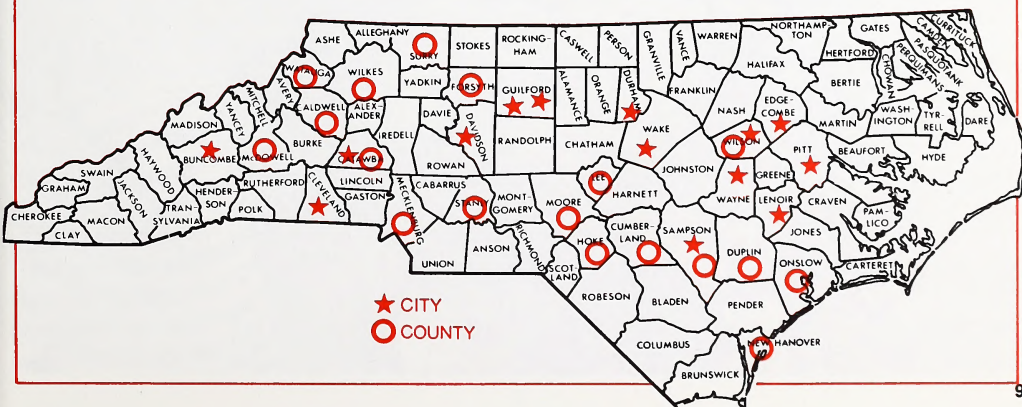
In January, 1974, the State Board of Education approved twenty-three locations for extended day/optional school programs. The actual enrollment as of May 25, 1974, was 1,306

students. Of this number, 244 received their high school diplomas in June and 698 had been placed in jobs through the program. As of November 7, 1974, there were 27 programs in operation with an enrollment of 2,036. (Eleven programs were funded through occupational education man-months at the December Board of Education meeting.) Programs are funded from a number of sources: local funds, the State Public School Fund, and State and Federal occupational education funds.

"The extended day program cuts across all disciplines and program offerings, and, at the same time, is flexible," said Dillon. "It is devoid of the regimentation and constraints so commonly associated with traditional school programs."

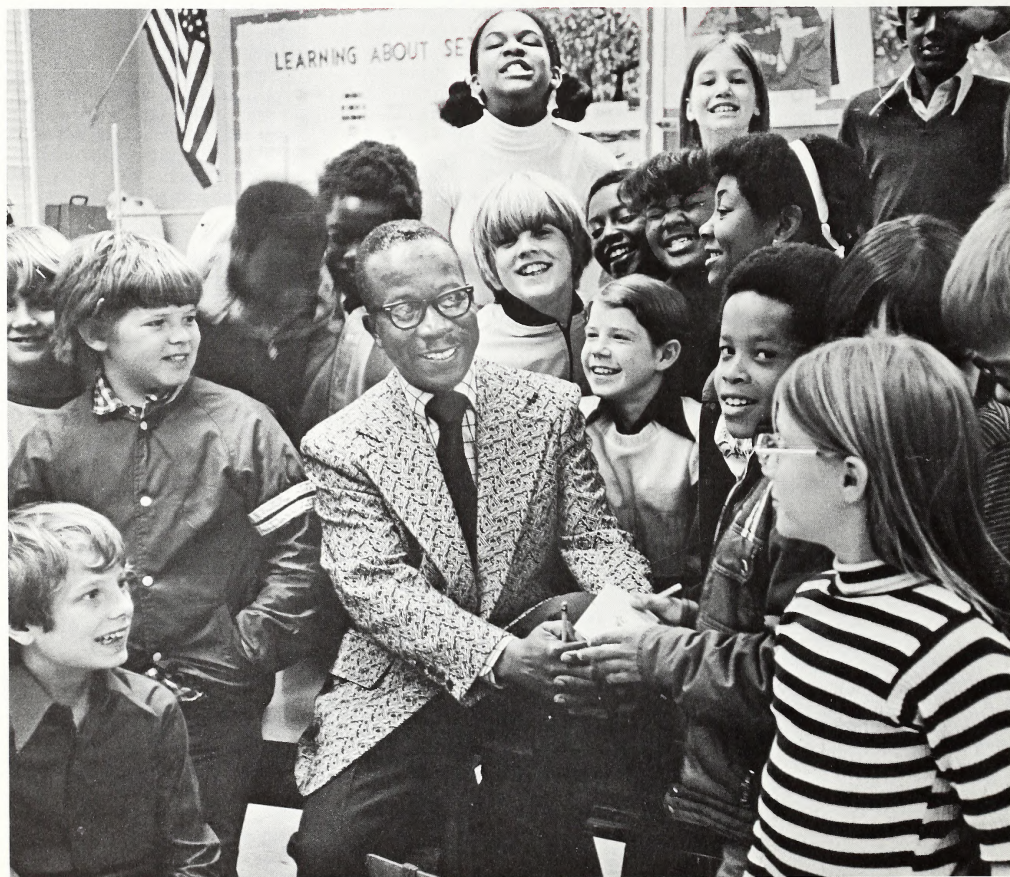
The extended day program is an alternative within the regular school operated at any time of the day or week. He emphasized that the program is designed for students to continue an educational program which has been interrupted or otherwise not completed satisfactorily during the regular school program.

SCHOOL UNITS WITH EXTENDED DAY/OPTIONAL SCHOOL PROGRAMS



# *NORTH CAROLINA'S TEACHER OF THE YEAR*

*Herman L. Forbes*





## HOW THE TEACHER OF THE YEAR PROGRAM WORKS

The North Carolina Teacher of the Year award program is a joint project of the Department of Public Instruction and the North Carolina Association of Educators, Association of Classroom Teachers. Each year, teachers are nominated by their peers in local school units across the State as representatives of the finest in the teaching profession. Originally, there were 15 regional candidates nominated for the Teacher of the Year honor. That list was narrowed to two finalists following a series of interviews in Raleigh. Mrs. Janet H. Collins, an English teacher at Lincolnton High School, in the Lincoln County Schools, was the other finalist.

Others nominated for North Carolina's Teacher of the Year for 1975 were Maggie W. Lawson, Person County Schools; Grace G. Windley, Fairmont City Schools; Mildred Martin, Vance County Schools; Joan T. Stott, Wilson County Schools; Ozell K. Freeman, Salisbury City Schools; Marie D. Steele, Charlotte-Mecklenburg Schools; Jim Yandle, Albemarle City Schools; Al Boyd, Columbus County Schools; Barbara S. McLawhorn, Pitt County Schools; Estelle McClees, Kinston City Schools; Bonnie F. Shook, Haywood County Schools; Vivienne Stafford, Hickory City Schools; and Charmaine F. Acker, Mount Airy City Schools.

The national Teacher of the Year Award program is sponsored by the Encyclopaedia Britannica Companies, the Council of Chief State School Officers, and the *Ladies' Home Journal*.

North Carolina's Teacher of the Year for 1975 is somewhat of a rarity in the State, where only 12 percent of the elementary teachers are males. But to hundreds of elementary school kids over the past 35 years, school would not quite have been the same without Herman L. Forbes.

A soft-spoken, gentle man, Forbes guides his sixth graders at Parkview Village Elementary School in High Point toward developing a strong sense of purpose and feeling of self-worth. What he wants is that "no child may be less good, less pure, less true, less kind, or less noble for having come within my influence in the classroom." Like many teachers, Forbes believes that learning a child's strengths and weaknesses, diagnosing and prescribing, individualizing and evaluating, and guiding and

counseling are the tools of a successful teacher.

"The education of children should be directed at helping them develop their abilities to the maximum, so that they can think and act for the good of themselves, the group, society, and the world," he stressed.

For the past 29 years, Forbes has taught fourth, fifth, and sixth grades in the High Point City Schools. He readily admits that his love for teaching at the elementary school level drew him back into the classroom after a brief experience as director of the system's federal programs.

Born in Greenville, N. C., he says that he grew up in a "happy Christian home." North Carolina's Teacher of the Year adds there was never any doubt that he would become a teacher, and he credits the influence of

dedicated teachers as helping him decide upon his profession. Forbes received a bachelor's degree from Shaw University, a master's degree from the University of Michigan, and has done post-graduate work at N. C. Central University, A & T University, and UNC-Greensboro.

He was one of the first black educators to teach in an all-white school in the High Point system in 1966.

As part of the selection process for Teacher of the Year, Forbes was visited in the classroom by an evaluation team from the Learning Institute of North Carolina (LINC). In their report, the LINC team said: "Mr. Forbes' classroom abounds with materials and equipment: a phonograph with individual headsets, a filmstrip projector and screen, an overhead projector, a barometer, an artist's easel, newspapers, magazines, books, and the writing and drawings of young people. Perhaps least obtrusive of all the abundant resources is the richest resource of them all, Herman Forbes . . . his pupils and his colleagues see him as he sees himself, as a helper, facilitator, and manager of the learning situation—a provider rather than a dispenser."

Besides teaching in the classroom, Forbes has been active in several civic and educational organizations including the High Point Business and Professional Men's Club; YMCA, Carl Chavis Branch, Board of Directors; High Point Men's Prayer Club; Veterans of Foreign Wars; and has sponsored safety patrol activities for the past 28 years. He is also an active member of the NCAE.

Forbes is a deacon and organist at the Mt. Vernon Baptist Church in High Point. His wife Mary teaches at Montlieu Elementary School, also in the High Point City system.

Perhaps some of his pupils best sum up why Herman L. Forbes has been named to represent all teachers in North Carolina as Teacher of the Year when they said: "He knows what you like and what you don't like . . . he makes you work but doesn't pile it on . . . he helps you find ways to learn what you need to learn."

# Creating a rich env REA

"We want to make the classroom environment so rich that children have every opportunity to read in a variety of activities," stressed Jessie Gouger as she talked about the reading program in the Chapel Hill-Carrboro Schools. As Director of Elementary Instruction for the school system, Mrs. Gouger heads up Chapel Hill-Carrboro's multi-faceted approach to making reading a successful venture for all pupils.

Creating the right environment for reading, said Mrs. Gouger, begins with a developmental lesson using a basal textbook and a teacher's manual. Generally, elementary teachers follow five steps in presenting a developmental lesson, she said. These steps might include the following, with variations depending on grade level: clearing up any difficulties with vocabulary; showing a picture to motivate students; asking students to read silently from a textbook; following up the reading by a check on comprehension; and suggesting some extended activities, such as drawing a picture about what was read or writing a few sentences about the story.

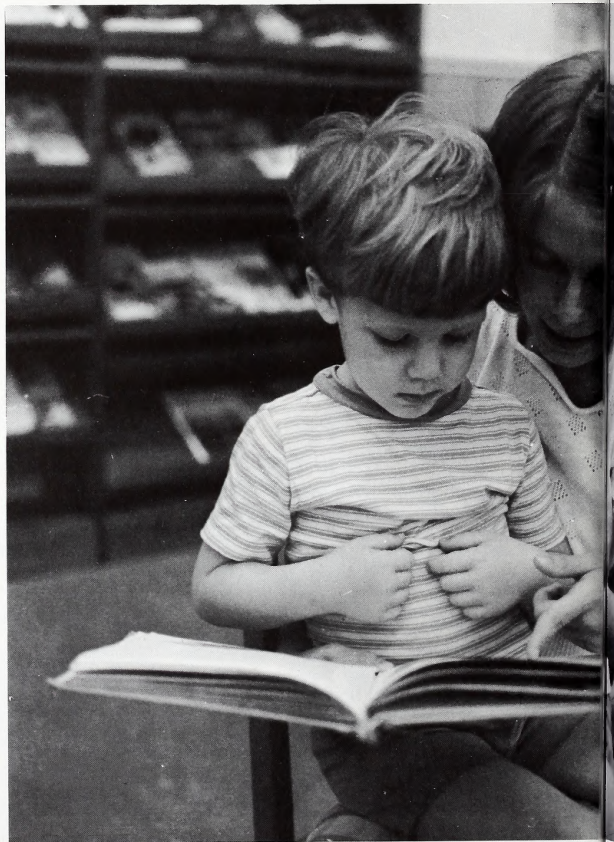
If a child is not experiencing success through the developmental approach, teachers in the Chapel Hill-Carrboro system use several alternative approaches, said Mrs. Gouger. They might try a kinesthetic method such as using the sense of touch to help a child understand a reading concept. Mrs. Susan Cheek, a teacher at Glenwood School, has her students trace letters in sand to help them get a "feel" for the sound of a letter or word.

Another method, familiar to many teachers, is the language-experience approach. "We particularly like to use this approach for children who are not progressing through the basal textbook," noted Mrs. Gouger. "We ask children to talk about what they'd like to read about, and then the teacher takes this down to form new reading materials."

## WHAT NEXT?

Reading continues to be the Department of Public Instruction's number one priority. According to Mary Purnell, director of the Division of Reading, future reading objectives include some of the following:

- Placement of reading resource teachers in every school in the State
- Development of more pre-service opportunities in teaching reading
- Development of more in-service programs for teachers in the field
- Wider availability and use of a variety of reading materials for different levels, including high interest low vocabulary materials, grades one through twelve
- Development of instruments for diagnosing student needs to supplement standardized tests





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## READING PROBLEMS— SOME CAUSES AND SOLUTIONS

What causes failure in reading? Many factors negatively affect a child's ability to learn to read, but there are also many positive solutions. Recently, Mary Purnell, director of the Department of Public Instruction's Division of Reading, outlined some of the causes and solutions.

First, a look at the stumbling blocks to reading.

Mrs. Purnell listed the following factors in reading failures: psychological, emotional, environmental, social, and the classroom. While all of these affect a child's ability to read, Mrs. Purnell sees the public school's

biggest challenge and opportunity for improvement in the area she terms *classroom factors*.

What are some of these classroom blocks to reading? For some children, it may be that they are attempting to read books written considerably above their reading level. Mrs. Purnell said that teachers will have to find or create other materials to supplement reading programs so that students can read books geared for their particular reading level.

Another classroom factor, noted Mrs. Purnell, "is that many teachers are not skillful in working with children who have reading problems." The lack of teaching skill stems largely from a lack of training in the area of

See Reading Problems, page 14

## DAVIDSON COUNTY WORKS ON INCENTIVE

The T-shirts worn proudly by Tommy and Carol say, "I have read 100 books." T-shirts are just one of many reading incentives employed by teachers at Welcome Elementary School in Davidson County. For the past three years, reports Welcome's Principal Bob Rankin, teachers have developed several reading incentives to stimulate an interest in reading.

A key in the incentive approach is a reward program established at the school. Each student who reads 100 books is awarded a T-shirt. For reading 200 books, a student gets a ticket for lunch at a local restaurant and for reading 250 books each student receives a blue ribbon which says "super reader."

Parents play an active roll in the reward program, explained the principal, and can help their first graders get credit for 25 books read, if they read to their children at home. Students may work through the 250 books progression each year, Rankin added.

Another incentive is the use of "skinny books." Old, discarded books are taken apart, broken down, and individual stories are put into a smaller book form, complete with a "hard" cover.

Frequently, student written stories are also turned into "skinny books." "The 'skinny books' are often read by students who would shy away from larger books," said Rankin. Students can count 'skinny books' as credit toward books read for the reward program. "We feel it's the fact that students are reading that's important, not the size of the book," commented Rankin.

Several games have been adapted to help students work on word skills and learn new words. At Welcome Elementary School, "Old Maid" is a card game where players make pairs by identifying and matching words. "Checkers" is a board game where players move their checkers to different squares only after they identify the word printed in the square, and "Concentration" is played similar to the television version, except, players must remember and match words rather than prizes.

Through the efforts of these incentives, as well as a battery of other teacher-made materials and attempts to individualize reading for each student, Welcome Elementary School is reaching its goal—to help each child improve his or her reading skills each day, concluded Rankin.



## READING ENVIRONMENT

Continued from page 12

will not read from a basal textbook, noted Mrs. Gouger.

Mrs. Susanne Hamrick, a teacher at Frank Porter Graham School, said the language-experience approach also gives her a way to teach punctuation, compound words, and handwriting—all of these lessons naturally evolving out of having children write down their own words.

As an added measure, to make sure that every elementary child masters basic reading skills, each elementary school in the system sets aside 120 minutes per child each week to work purely on word attack skills following the Wisconsin Design program. "We see the Wisconsin Design as a vehicle to make sure that every child is taught the basic skills. In a way, it's sort of a management system because we keep a record of the skills that each child has mastered. I can walk into any room and know exactly what skills the child knows by reviewing the child's progress chart," she explained.

The Wisconsin Design has been used system-wide for the past two years, and according to Mrs. Gouger, it will take about three years to be able to really see a difference in master of word attack skills. "But," she added, "under this plan, we feel it will be very hard for a child to get lost."

Besides employing numerous teaching approaches, the school system reinforces reading efforts through the use of special reading teachers, teacher aides, and volunteers. Each of the six elementary schools has a primary reading teacher who works directly with first through third graders and who is paid out of local funds, said Mrs. Gouger. Both junior high schools also have reading teachers paid by local funds.

"We felt that many reading problems were the result of the children's poor self-concepts. If the children were not feeling good about themselves, they weren't feeling good about reading either. By placing a guidance counselor with a

reading teacher, we could create a stronger team to work on reading problems. Not only are the children getting extra help in learning reading skills, they are learning to feel better about themselves," commented Mrs. Gouger.

Two "helping teachers" working out of the school system's central office also spend much of their time working with elementary teachers to help them improve teaching skills for reading.

Even with all the different reading approaches and attempts to create the right climate for reading, Mrs. Gouger is the first to admit that not all children in the Chapel Hill-Carrboro school system are reading. "We've got some work to do yet to get all our children reading. We must continue to work and to individualize to find the right key to unlock reading for each child."

The efforts of the Chapel Hill-Carrboro Schools have drawn high marks from Mary Purnell, director of the Division of Reading of the Department of Public Instruction. "One of the strongest features of the school system's reading program is that they do not limit their efforts to teach reading to just a couple of approaches. They are truly trying to base their program on the needs of the children," she said.

## READING PROBLEMS

Continued from page 13

teaching reading. "Too often, when the first signal goes up that a child is having difficulty in reading, the teacher has not been trained to handle the problem at that given time, and immediately, the child is placed in a remedial program," Mrs. Purnell pointed out.

While Mrs. Purnell feels that a majority of children in grades one through four have a good background in reading, "after they leave the fourth grade, many start to lose ground, largely because they go into the content area of learning where most teachers are subject oriented and reading is not specifically taught."

She also noted that it is assumed that if a child has mastered a reading skill he or she

should be able to apply that skill to content areas, but often this is not the case. There should be more opportunity for children to review skills and be taught skills again, even as they progress through the elementary grades, Mrs. Purnell said.

How can reading problems be corrected? Mrs. Purnell suggested that first a needs assessment be made on each student to determine what, if any of the factors, might interfere with the student's ability to learn to read.

"I don't mean that teachers should rely on a lot of standardized tests in making a needs assessment," cautioned Mrs. Purnell. "Teachers should also use informal assessment instruments, such as teacher observation, as well as the use of interest inventories, to find out a child's interests. It is imperative that the teacher get to know as much about the child as possible."

Next, teachers need to be flexible when it comes to teaching reading. If the basal approach does not work, perhaps the language-experience approach will, she said. "Or," continued Mrs. Purnell, "we'll have to think of other ways in which children can learn and get certain concepts other than through reading. By this I mean using media such as films, tapes, slides, and television. These are the kinds of teaching tools that children who are experiencing failure can learn from."

For teachers who feel at a loss concerning teaching reading, there are an increasing number of staff development programs in the teaching of reading. If, however, a teacher cannot be involved in some kind of reading inservice activity, Mrs. Purnell suggested that someone in each elementary school be identified as a facilitator or resource teacher for reading. In some instances, she noted, this person might be the school's principal. "As the instructional leader of the school, the principal should know the components of a good reading program and be able to make recommendations to help a teacher improve the climate for reading in the classroom," she said. (SC)



# MOVING DANCING



"You have just landed on the moon . . . parts of it are hot . . . parts of it are cold. How would you react when you stepped on the surface?"

The fourth, fifth, and sixth graders at Carver Elementary School in Edgecombe County pranced around as though they were stepping on the surface of the moon and it was uncomfortable. The constant rhythm of a drum beat could be heard in the background.

"Now," said Walter Hicks, "you hear strange music." The drum beat became louder.

"It makes you sad . . . it makes you sleepy." And the children responded with drooping eyelids and bodies.

The children were learning to express themselves through movement, the rudimentary beginnings of dance. And their teacher was Walter Nicks, a professional dancer who has performed all over the nation.

Nicks and another professional dancer, Gary Davis, spent four weeks last year with the children at Carver Elementary as part of a program called Artists-In-Schools, sponsored by the National Endowment for the Arts and the U.S. Office of Education.

The dance component of the Artists-in-Schools program has three major purposes, according to Lynda Warren, State Department of Public Instruction dance consultant. First, the dancers present movement as an art form.

Second, they explore movement as a teaching tool. And third, they use movement as a means of encouraging self-expression and self-awareness in children.

Aside from movement classes with the children, they held special workshops for teachers to show them how they could correlate movement with other subjects in the classroom.

"The teachers picked up on the idea quickly," said Nicks, "and often sat in on or joined the movement classes so they could follow up with children in the classroom. The teachers seemed genuinely excited to learn that they could relate classroom activities to movement, a necessary part of growing up."

After Nicks and Davis completed their first two weeks at Carver, five members of the Atlanta Contemporary Dance Company came to the school. They worked with the students on a daily basis just as Nicks and Davis did, only with five of them, they were able to visit every class every day. They also conducted Saturday workshops for students at other schools in the unit.

A highlight of the dance company's visit, according to Edgecombe Public Information Officer Rose Wooten, was a lecture-demonstration held one weekend to include parents and other members of the community interested in dance.

"The dance company came complete with costumes, lighting,

music . . . the works," said Mrs. Wooten, "and the performance made quite an impression on the community."

To complete the six-week program, Nicks and Davis again visited Carver School in May of 1974. "Even after an absence of seven months, the children were anxious to get back to their movement classes," Mrs. Wooten noted.

And a bulletin board prepared by the children attested to that fact. "Last fall," it said, "we found two names that really *click* . . . so welcome back this spring . . . Gary Davis and Walter Nicks."

During this second visit, the dancers worked closely with a core group of about forty fourth, fifth, and sixth graders who they felt showed exceptional promise in the area of dance. These students received more advanced training and gave a performance to the student body before Nicks and Davis left.

The Artists-In-Schools program introduced dance into the lives of many Carver children who might otherwise have never had any contact with the world of dance, Mrs. Wooten emphasized. "It helped them discover how much movement is a part of their daily lives, and how much they communicate through movement."

The Artists-In-Schools program is continuing this year in schools across North Carolina and the nation. The success of the pilot program, begun in 1969-70 in a few states, has served as impetus for a program which is now operating in fifty states involving visual arts from painting to filmmaking, theatre, dance, poetry, and music residencies. Lynda Warren in the State Department of Public Instruction's Division of Cultural Arts, has additional information about Artists-In-Schools grants.

As the program continues to extend throughout the State and nation, perhaps again some day sounds of rhythm and dancing can be heard coming from the gymnasium of Carver Elementary School in Edgecombe County.

"Reach tall! Now on the floor and raise up slowly. Touch your toes to your head . . . and relax. Whew!" (LI)

In Greensboro

# IT'S THE STUDENTS' THING



Test. One, two, three, one, two, three. One. One. Okay.

"And now, the Greensboro Public Schools presents 'The Students' Thing,' a public affairs program designed to keep you informed on what's happening in the Greensboro schools. I'm Doug Minor, a senior at Grimsley. On this week's program. . ."

The use of radio public service time to tell the school story is a common occurrence in many school systems across North Carolina. Radio provides one means through which schools can keep their various publics informed about what is happening in the classroom and in public education in general. There are some 250 radio stations in the State, and all but a few counties have at least one station.

In Greensboro, where three different radio shows are aired during a given week concerning the Greensboro Public Schools, "The Students' Thing" breaks with the traditional school radio program format. So says Emily Hedrick, assistant director of public information for the school system, and the only non-student involved in production of "The Students' Thing."

"The Students' Thing" is exactly what the title implies; it is a radio program *by* students *about* students. It is the expression of what students are thinking about and doing in school. It is not the expression of teachers, administrators, or anyone else connected with the school system.

"The cardinal rule," explained Ms. Hedrick, "is that only students talk or perform during each program." She continued, "We feel that if the students themselves cannot articulate what they are doing in school, then there is something wrong with the instruction or something wrong



with me or the way I ask questions."

Another unusual feature of this 15-minute weekly program is the variety format. Rather than devoting the entire time block to discussion of one topic, such as student elections, "The Students' Thing" weaves together five, three-minute segments in which students from grades 1-12 talk about what is on their minds, as well as demonstrate what they are doing.

"The whole idea, as I see it, is to present what the students are doing and thinking in as positive a light as possible. There has been some negative publicity about students and the schools, but there is also so much good that's going on in the schools," Ms. Hedrick stressed.

A typical broadcast might include the following: third graders discussing the importance of the right to vote, some junior high school students reviewing a recent modern dance performance at their school, members of a new student school board advisory committee talking about the purpose of the committee, high school students explaining why they think foreign language study is important, and music taped at the rehearsal of an upcoming school musical.

Programming ideas come from a variety of sources including students, teachers, principals and the "3 a.m. inspirations" of Ms. Hedrick. Since the program was first broadcast in January, 1974, some of the subjects have included: student gymnasts; first graders describing inflation; seniors evaluating their school careers; optional school program; junior high pupils talking about growing up; promotions for student plays, dances, and sports events; alternative education; student bus drivers; and the list goes on. The only consistent feature of each broadcast is a three-minute musical piece from one of the schools, noted Ms. Hedrick. She credits the original variety format idea to the advice of Greensboro area radio professionals.

Production of the program is relatively a simple process, she said. Armed with a cassette tape recorder, she goes into the schools and tapes interviews with students. The interviews become the program segments. If editing of an interview is required, she notes the places to edit before she goes to radio station WRQK-FM each week to put the final show together. She also writes the script for program moderator, Doug Minor, a senior at Grimsley High School, Greensboro. The station manager at WRQK-FM allows the school system to use his facilities for production of "The Students' Thing" and also dubs each program on to tapes for use by other radio stations in Greensboro.

At WRQK-FM, Ms. Hedrick joins Minor, who is also a licensed radio announcer, and who does the technical work of splicing together the different segments creating the final 15-minute program. The entire process takes about one hour. Ms. Hedrick readily admits, "If it were not for Doug, I don't think the show would be possible in its present format."

For his work on the program, Minor gets work-study experience and credit toward graduation under an Industrial Cooperative Training program at his high school. Frequently, Calvin Thomas, a junior at Dudley High School, reports school sports activities for "The Students' Thing."

One of the program's biggest boosters is Tom Armshaw, general manager for WRQK-FM. "It's the finest thing I've heard on a consistent basis; it's very high quality. It's informative and has a lot of variety—we're glad we're producing it." Armshaw says one of the reasons why he's willing to totally open up his station's facilities to "The Students' Thing" is that "the program is not just a soapbox for a bunch of discontented students." He added, "it is of, by, and for students, but it is never abused, nothing is done

to alienate anyone."

Reception of the program has been positive, noted Ms. Hedrick. For example, WQMG-FM, another Greensboro radio station, used to air the program's forerunner, "Students Rap," at the typical time slot given to public service programs, about 15 minutes before sign-on on Sunday morning. After the initial broadcast of "The Students' Thing," the show was promoted to a noon time slot on Saturdays. An added bonus of this time slot, she noted, is that WQMG-FM is piped in to many stores and restaurants throughout Greensboro. The program's broadcast schedule also includes radio stations WEAL, WPET, WRQK-FM, WCBG, and WCOG.

Earlier this school year, "The Students' Thing" received an award for excellence in communication at the Annual School Press Award Program sponsored by the North Carolina Association of Educators. The NCAE cited the program "as fresh and interesting while informing about school activities."

One of the few changes that needs to be made, say those involved in the program's production, is to get more student input in originating interview ideas as well as conducting the interviews of other students. Doug Minor would like to see "The Students' Thing" integrated into some course, such as mass communications or language arts. Aside from those two points, however, the program seems to successfully reach its goals, first to inform students and second, to inform parents, school staff, and the community, says Ms. Hedrick.

Both Armshaw and Ms. Hedrick agree, the program goes a long way toward building good relations among students, parents, the community and the school system. "It's classic, it's the students' view, not just the administration's view," exclaimed Armshaw. "It sells the value of education as seen through the eyes of students." (SC)

# 3

## THIRD GRADE ASSESSMENT RESULTS

Last spring achievement tests were given to a random sample of 12,500 third grade students. Areas tested included reading, mathematics, language arts, science, social studies, health, and physical education. Students were also surveyed for their perceptions of in-school and out-of-school opportunities for expression in the arts. An additional 2,100 students were involved in a simultaneous kindergarten research study.

"In interpreting results and determining educational status, it should be remembered that students in North Carolina and the nation differ on several significant characteristics — particularly education level of parents and family income," according to William J. Brown, director of the Department of Public Instruction's Division of Research. In North Carolina, Brown said, 5.9 percent of those third graders tested come from homes where neither parent reached the eighth grade. Another 25.9 percent come from homes where one parent completed the eighth grade but did not graduate from high school. Also, 32.9 percent of those students tested come from families whose total income is less than \$5,000 annually, he said.

"As many studies have indicated," Brown continued, "correlation between achievement and family income and parental education level is strong. In families where at least one parent had some education beyond high school, the achievement scores are high. Achievement is lowest among students who come from homes where neither parent reached the eighth grade." He said that a similar pattern exists for family income level — high incomes are associated with high achievement and low incomes are associated with low achievement. In comparison with other states, North Carolina ranks fortieth in per family income and forty-sixth in median years of education for adults over twenty-five years of age.

"Where there are basic differences in the student groups, we can anticipate that there will be accompanying differences in achievement so comparisons between groups should be done with care," Brown said.

Results of the third grade assessment in reading, language arts, math, health, physical education, and cultural arts have been compiled and highlights prepared by the Department of Public Instruction's Division of Research follow:

### READING

Two tests were used to measure reading achievement, the Iowa Tests of Basic Skills, to provide comparisons between a sample of North Carolina third graders and a national norm group, and another objective test.

- On the ITBS although many of North Carolina's third graders scored well above the national average, the state average was still not as high as the national average.
- Many North Carolina pupils scored higher than or within the third grade achievement level (30.0 - 39.0). Sixty-four percent of the North Carolina pupils scored this well on Vocabulary and 54 percent scored this well on Reading Comprehension. Nationally, there were 70 percent and 71 percent of the pupils who scored similarly on Vocabulary and Reading Comprehension, respectively.
- Grade equivalent averages for Vocabulary and Reading Comprehension were 33.4 and 32.2. Hence, the level of development of North Carolina's third graders is exceeded by the national sample of third graders by approximately four-and-one-half months in Vocabulary and nearly six months in Reading Comprehension.
- Item-by-item comparisons of national and state ITBS scores show that several items are answered correctly by a larger percentage of North Carolinians than of the nation. However, for most items, about four to five percent more pupils in the national sample answered the items correctly on the Reading Comprehension subtest. Most items of the Vocabulary subtest are answered correctly by one to two percent more pupils in the national sample than in the North Carolina sample.
- The words *dragon*, *whirling*, *tower* and *shutter* were more familiar to pupils in the national sample than to North Carolinians. The words *statue*, *socket*, and *injure* were more familiar to North Carolinians than to pupils in the national sample.
- Groupings of North Carolina pupils by family income levels, parental education levels, and race/sex categories produce contrasting scoring patterns for reading achievement.
- North Carolina's third graders were judged to be performing satisfactorily on five of the eleven reading objectives measured by the objective-based SCORE Reading Comprehension Test. The remaining areas are considered in need of various amounts of remedial attention.
- On the objective-based test, North Carolina's pupils were judged adequate or satisfactory in the areas of reading involving:
  - a. Recalling details in material read.
  - b. Distinguishing between fact and nonfact.
  - c. Interpreting and evaluating actions, emotions, and reactions of portrayed characters.
  - d. Making inferences and drawing logical conclusions.
  - e. Demonstrating an awareness of the author's purpose and/or viewpoint.
- On the objective-based test, low achievement was indicated by North Carolina pupils in the area of reading involving:
  - a. Distilling the main idea in material read.
  - b. Utilizing context clues to interpret new words.



- c. Recalling sequence of events in material read.
- d. Making judgments and generalizations about material read.
- e. Perceiving cause and effect relationships in material read.
- f. Drawing analogies in material read.

## LANGUAGE ARTS

Two types of language arts tests were administered in the 1973-74 State Assessment of Educational Progress in North Carolina. The Iowa Tests of Basic Skills permitted norm-referenced comparisons between a national norm group and a sample of North Carolina's third graders. An experimental, objective-based Punctuation Test was also administered to a sample of third graders in an attempt to determine how students learn language skills as well as to pinpoint strengths and weaknesses among specific language skills.

The ITBS tested four broad language arts skill areas: spelling, capitalization, punctuation, and usage. North Carolina's third-grade performance was, on the average, below the nation on the total language score. Average subtest score comparisons were quite variable, with North Carolina's third grader's average scores being slightly above the national average in spelling, somewhat below in usage and capitalization, and considerably lower in usage.

Detailed information on the composition of the nationally normed group and North Carolina's third graders indicates strong differences exist and that comparisons between the groups should be done with care. Statisticians suggest that no one number can express the degree of any difference between the two groups and therefore several reporting systems should be considered. One system reveals that the national normed group generally has a four to five month greater grade-equivalent average score than does the state group. Dividing the two score distributions into intervals reveals a disproportionate number of North Carolina students in the lowest intervals when compared with the national group, while the middle score intervals have about the same percentage of North Carolina and national norm students. Another system suggests that if the two groups were each represented by one hundred students, there should be ten to twelve more norm-group students with higher scores than North Carolina students at any score on the distribution of scores.

On the experimental Punctuation Test, North Carolina third graders performed as generally expected by third-grade teachers. Specifically, the results show:

- That student achievement was highest for punctuation skills involving the period, followed closely by the exclamation point and question mark, with poorest results being posted for using commas to separate words in a series;
- that a consistent hierarchy of modalities of learning (reading, speaking, listening, and writing) did not emerge across all punctuation skills assessed. However, writing generally appeared to be the most difficult modality for using more advanced punctuation skills in the third-grade curriculum.
- that actual achievement by the third-grade students in the writing tasks was slightly lower than the teachers expected.
- and that student punctuation performance was no lower when students created their own sentences. In fact, the students frequently used more difficult words correctly and involved more difficult structural patterns in producing their own sentences than were used in dictated sentences.

## MATHEMATICS

Two tests were used to measure mathematics achievement of third graders in the 1974 State Assessment of Educational Progress: the Iowa Tests of Basic Skills and the objective-based SCORE Mathematics Test. Major findings were as follows:

- North Carolina's third grade students, on the average, scored several months below the nation in mathematics on the standardized Iowa Tests of Basic Skills.
- Approximately 40 percent of both North Carolina's and the nation's students scored within the average or third grade score interval. However, more of North Carolina's students scored below the average or third grade score interval than did the nation's students, and more of the nation's students scored above the average interval than did North Carolina's third graders.
- The ranges of the national and North Carolina score distribution

are quite similar, but proportionately more of North Carolina's students than the nation's students scored in the score interval just below the average score interval.

- This difference in the score distributions is reflected in the mathematics grade equivalent averages for North Carolina (31.1) and for the nation (38.0).
- North Carolina and the nation differed little on the percentage of students correctly responding to individual items of the ITBS. Generally, the national item percentage achievement exceeded North Carolina's achievement by six to eight percentage points.
- North Carolina's third grade students scored satisfactorily on a majority of the SCORE mathematics objectives.
- North Carolina's students scored well in the broad areas of measurement, counting, basic computations, geometry, and graphs.
- North Carolina's students scored somewhat below standard on the broad areas concerning the U. S. monetary system, modern mathematics concepts, complex computational problems, and fractions.

## HEALTH

Approximately 2,500 third graders from across the state took the experimental Health Test as part of the 1973-1974 State Assessment of Educational Progress in North Carolina. The test covered many health areas, such as food and nutrition, dental care, first aid, safety, personal care, growth and development, mental health, and environmental health. Most of the items dealt with students' knowledge, but there were also questions about habits and attitudes. Some of the major findings were as follows:

- Over half (54 percent) of the students correctly answered at least seven of the eight items related to food and nutrition knowledge, while almost one-fourth (23 percent) answered all eight correctly.
- Over half (58 percent) of the students correctly answered at least five of the six items measuring dental care knowledge, and over one-fourth (28 percent) answered all six correctly.
- Of the two items measuring first aid knowledge, at least one item was correctly answered by 73 percent of the students; both items were correctly answered by just 16 percent.
- There were two groups of nine items each dealing with knowledge of safety principles. In the two groups of safety knowledge items, 20 percent and 30 percent of the students answered at least eight of the nine items correctly. Four percent and eight percent of the students answered all nine of the questions correctly in the two sets of items.
- Twenty-two percent of the students correctly answered at least five of the six items concerning growth and development knowledge, while just one percent correctly answered all six items.
- At least one of the two items measuring environmental health knowledge was correctly answered by 97 percent of the students, while both items were correctly answered by 80 percent of the students.
- Of the 10 mental health items (nine of which concerned mental health attitudes), at least nine were answered desirably by 18 percent of the students; all 10 were answered desirably by four percent.
- Seventy-nine percent of the students selected the desirable answers for at least two of the three items on food and nutrition habits, while 43 percent chose all three desirable answers.
- In the area of dental care habits, 72 percent desirably answered at least three of the four items, and 44 percent answered all four items desirably.
- Ninety-seven percent of the students selected the desirable responses for at least one of the two safety-habits items; 74 percent answered both items in the preferred way.
- Of the two items concerning personal care habits, at least one was desirably answered by 99 percent of the students; both were desirably answered by 78 percent of the students.
- Fifty-seven percent of the students desirably answered at least two of the three items dealing with habits of growth and development. Seventeen percent chose the preferred answer for all three items.
- White third graders generally answered more items correctly than did black students.
- White females scored higher than any race-by-sex group on all but one of the habit-related sets of items (food habits).
- There were many race-by-sex differences on the knowledge items, but no consistent race-by-sex patterns emerged across



groups of knowledge items.

- For most areas on the Health Test, the greater the family income, the better the students' achievement. Personal care habits and growth and development habits were the only areas in which student achievement was not clearly associated with family income.
- The degree of the parents' formal education was closely related to the students' performance in all Health Test areas except personal care habits, growth and development habits and knowledge, and mental health attitudes.
- Regional differences in achievement were generally slight. However, the Mountain region usually performed the best, followed by the Piedmont region and then by the Coastal Plains region. On two groups of items (personal care habits and growth and development habits), the trend was reversed: the Coastal Plains achieved highest, then the Piedmont, then the Mountains. It is interesting that those two sets of items were the only sets in which achievement was not directly associated with family income.

## PHYSICAL EDUCATION

Softballs and balance beams replaced papers and pencils in the Physical Education Assessment, which was part of the N. C. State Assessment of Educational Progress in April, 1974. Approximately 2,500 randomly selected third graders participated in five motor performance events: Shuttle Run, Wall Rebound, Standing Broad Jump, Balance Walk, and Throw for Distance.

The purpose of the Physical Education Assessment was to determine the present achievement of North Carolina third graders in several physical activities without interpreting certain achievement levels satisfactory and others unsatisfactory. For this reason, the results presented here do not contain judgments about acceptability of performance.

- No student took more than 21 seconds to do the Shuttle Run, which consisted of running back and forth for two complete trips between two marks 30 feet apart. The average time for completion of this activity was 12.9 seconds.
- In the Wall Rebound, which was designed to measure eye-hand coordination and the ability to throw and catch, the average number of successful throws was 8.8 out of a possible 10. In contrast, the average number of successful catches out of a possible 10 was 6.1. Fifty-three percent made the maximum possible number of successful throws, while only 24 percent made the maximum possible number of successful catches. Half of the students used their right hand in throwing, while 40 percent used both hands. The most popular throwing style was overhand, used by 74 percent of the students.
- In the Standing Broad Jump, the average length jumped was 50.4". Forty percent of the students jumped somewhere between 51" and 60", and 39 percent reached a length of 41" to 50". No student jumped farther than 79", and only one percent jumped 30" or less.
- The Balance Walk assessed the ability to maintain balance while walking heel-to-toe on a 10' beam. The average achievement was 8.4 steps made before balance was lost. The maximum possible number of steps that was scorable on this test was 12, and 46 percent of the students had a score of 12 steps. However, the 20 percent who made from one to three correct steps tended to pull the average down.
- The average achievement in the Throw for Distance was 53.9', but there was a great deal of variation in students' performance in this activity. Throwing distance ranged from 9' to 128'.
- The Piedmont region ranked first in every activity but throwing in the Wall Rebound, in which the Piedmont ranked second after the Coastal Plains region. The Coastal Plains region attained second place in every activity except throwing in the Wall Rebound. The Mountain region was third place in every event.
- Males performed better than females in all five events.
- There were no consistent racial differences across the five events, but some interesting race-by-sex results occurred. White males performed best in three of the five events, while black males performed highest in the other two events. Black females came in last in two of the five events, while white females ranked last in the other three events. The most striking race-by-sex differences appeared in the Throw for Distance, in which black males threw the ball 74', white males 65', black females 46', and white females 35'.
- Children of high-income families (over \$15,000) did better than children of medium-income families (\$3,000-\$15,000) or low-

income families (under \$3,000) in every event but the Throw for Distance. In that activity, students from low-income families threw the ball farther than students from the other two family income groups.

- Children whose parents had more education performed better than children of less-educated parents in all events except the Throw for Distance.

## CULTURAL ARTS

Approximately 2,500 third graders took the Cultural Arts Test, a perception survey which was part of the 1973-74 State Assessment of Educational Progress in North Carolina. Major results were as follows:

- Almost two-thirds of the students reported positive feelings about cultural arts.
- Forty percent of the state sample felt competent in the arts, while 31 percent felt incompetent and 28 percent felt unsure of their ability.
- Black children, lower-income children, and children of less-educated parents felt more positive of their arts abilities than other students.
- Half of the students in the state sample were unsure whether their teachers and principals enjoy the arts.
- Black children, lower-income children, and children of less-educated parents felt more strongly than other children that their teachers and principals enjoy the arts.
- North Carolina's third graders reported relatively little contact with people who engage in the arts (musician, actor, singer, etc.). An average of 44 percent of the students reported contacts with visual artists and musicians, while 38 percent reported contact with persons involved in dance or speech/drama/poetry.
- Half of the sampled third graders had a strong desire to pursue visual arts and music, while 39 percent had strong preferences about dance and speech/drama/poetry.
- Black students showed stronger preferences for all four areas of the cultural arts than did white students.
- Generally, the students had a favorable perception of parents, teachers, friends, school, and themselves. Eighty-five percent of the students had a good perception of their parents, 70 percent rated teachers highly, 64 percent had a favorable view of their school, 56 percent had a good perception of their friends, and 51 percent had a favorable self-image. However, over 38 percent were not sure of their feelings about themselves.
- The frequency of third graders' participation in both in-class and out-of-class arts activities followed the same pattern: visual arts first; speech/drama/poetry second; music third; and dance fourth.
- On items measuring artistic interests, self-motivation and originality, visual arts received the most positive response and dance the least positive response from the statewide sample.
- Black students were generally more positive than white students about self-motivated activities in dance, music, and visual arts, while black students and white students were just about equally positive concerning self-initiated activities in speech/drama/poetry.
- Self-motivation and interest in visual arts and dance decreased as family income increased. No such income-related patterns occurred in speech/drama/poetry or music.
- Throughout the test, white females, high-income children, and children with highly-educated parents expressed more uncertainty than did other children. Whether this uncertainty is healthy or unhealthy, good or bad, cannot be judged from the data. Also, reasons for this reported uncertainty are not known.
- For the various race-by-sex categories, family income groups, and parental education levels, the patterns of responses on the Cultural Arts Test are not consistent with the trends which appeared on the achievement tests in the State Assessment (such as reading, mathematics, and language arts).
- There were no regional differences which occurred consistently throughout the Cultural Arts Test.

*Editor's Note: Results of the social studies and science achievement tests and the kindergarten study are expected in January and will be published in the spring issue of North Carolina Public Schools. More information about any phase of the assessment may be obtained from the Division of Research, State Department of Public Instruction, Raleigh, N. C. 27611.*



# PHYSICAL EDUCATION DEMONSTRATION CENTERS READY FOR VISITORS

Four schools have been added this year to the State's physical education demonstration centers: Fines Creek Elementary, Haywood County; Hardin Park Elementary, Watauga County; St. Clair Primary, Sanford/Lee; and Swift Creek Elementary, Wake County. The selection of these schools brings the State's total to ten. In the three years since the program began, the centers have had 3,000 visitors.

The physical education demonstration centers are jointly sponsored by the Department of Public Instruction and the President's Council on Physical Fitness and Sports for the purpose of offering school personnel an opportunity to observe exemplary programs. Each school serves as a demonstration center for three years.

Floyd M. Woody, physical education consultant for the State Department of Public Instruction, said the schools were evaluated and selected because they offer sound, comprehensive physical education programs worth duplicating in other schools. Guidelines for the selection are drawn by the Department of Public Instruction and the President's Council and specify the importance of facilities, supplies and equipment, teacher personnel, and a creative program of activities.

You are invited to visit the following Demonstration Centers during 1974-75 on any of the dates listed below. Please make arrangements with the principals of the Demonstration Centers.

JAN. FEB. MAR. APR. MAY

<b>Fines Creek Elementary</b> (Haywood County) Principal - Ruth Fowler	21	19	13	16	16
<b>Hardin Park Elementary</b> (Watauga County) Principal - Warren Anderson	15	19	20	16	1
<b>St. Clair Primary</b> (Sanford/Lee) Principal - Lenore Yow	16	12	14	16	14
<b>Swift Creek Elementary</b> (Wake County) Principal - Jerry Keen	9	13	21	18	9
<b>Moyock Elementary</b> (Currituck County) Principal - C. J. Hutson	15	19	19	16	7
<b>Lincoln Heights Elem.</b> (Charlotte/Mecklenburg) Principal - Louis Hughes	16	20	20	17	15
<b>Steele Creek Elem.</b> (Charlotte/Mecklenburg) Principal - Harold Clawson	3	7	14	4	2
<b>Balfour Elementary</b> (Henderson County) Principal - Corrum S. Smith, Jr.	23	20	20	17	8
<b>Ferndale Junior High</b> (High Point City) Principal - Gaither C. Frye	9	13	13	10	1
<b>Knox Junior High</b> (Salisbury City) Principal - Frank B. Shaver	13	17	10	14	5



For additional information, contact Floyd M. Woody, State Coordinator, Physical Education Demonstration School Centers; State Department of Public Instruction; Raleigh, North Carolina 27611.

# items

## SCHOOL TELEVISION SECOND SEASON BEGINS

School television's second season begins in January with several new series joining the line-up of programs. Broadcast schedules and teaching guides for most programs are available from the school television section of the Division of Educational Media in the State Department of Public Instruction. All school television series are broadcast over the University of North Carolina Television Network. Below is a list of new and continuing programs:

School Television Series	Next Broadcast Begins In
• A MATTER OF FACT (Grades 7-12, Literature Appreciation, Social Studies)	February
• ABOUT SAFETY (Grades K-4, Safety)	January
• BREAD & BUTTERFLIES (Grades 4-6, Career Development)	February
• CELEBRATE A BOOK (Grade 3, Reading Motivation)	February
• COMPARATIVE GEOGRAPHY (Grades 5-6, Social Studies)	February, April, May
• DUSTING OFF MYTHOLOGY (Grades 5-12, Language Arts)	January, May
• ENVIRONMENT IN CRISIS (Grades 5-12, Science)	March
• INTRODUCTION TO THE PERFORMING ARTS (Grades 5-12, Cultural Arts)	March
• LET'S LEARN TO THINK: JUDGMENT, PROBLEM SOLVING (Primary grades)	January, March
• LIFE WORLD 2000 (Grades 7-12, Population Education, Science, Social Studies)	December
• MAN & HIS WORLD (Grade 7, Social Studies)	January
• MATHEMATICS (Grades 7-12)	February
• MATTER & MOTION (Grades 4-6, Science)	February
• MEET THE ARTS (Grades 4-8, Art)	January
• OUR LIVING BILL OF RIGHTS (Grades 9-12, Social Studies)	February
• RELATIONSHIPS IN NATURE (Grades 4-9, Science)	March
• STORIES TO TALK ABOUT (Grades K-3, Social Studies)	April
• THE HUMANITIES: EMOTIONS IN THE ARTS (Grades 7-12, Humanities)	April

• Indicates new series for this school year

## NORTH CAROLINA RECEIVES METRIC GRANT

North Carolina is one of five states in the nation to receive a grant from the U. S. Office of Education to develop a plan for smoothing the way for widespread use of metric measurement.

The State education agency has received a \$65,000 grant to develop a plan for educating both school people and the lay public to use the metric system, according to Robert Jones, director of the Department of Public Instruction's Division of Mathematics.

"North Carolina, California, Delaware, Minnesota, and Mississippi will work with government, industry, and university officials in each state to develop a useful model for implementing the metric system in our daily lives," said Jones. "Each of the five models developed," Jones added, "will be refined and made available to other state and local agencies as they move toward full use of the metric system."

In addition, said Jones, this grant will assist State education officials in developing long-range plans for metric education in the future.

## GOVERNOR'S SCHOOL NEEDS STAFF AND FACULTY

The 1975 session of the Governor's School, a summer program for gifted and talented high school students, is in need of faculty and staff, according to James L. Bray, resident director. The 1975 session runs from June 23, 1975, through August 9, 1975.

Applications and other information may be obtained by writing The Governor's School of North Carolina, Drawer H, Salem Station, Winston-Salem, N. C. 27108.

## FIFTH ANNUAL ENGLISH/LANGUAGE ARTS WORKSHOP PLANNED

About 400 people are expected to attend the fifth annual workshop weekend in English/Language Arts, Grades 7-12, at the Holiday Inn-Four Seasons Motel in Greensboro, February 7-8.

Group sessions at the workshop, which lasts from 4:00 p.m. Friday until noon on Saturday, will focus on national trends in teaching English/Language Arts. Nine out-of-State and three North Carolina consultants will lead the group sessions. Among them are Eliot Wigginton, the teacher from Rabun Gap, Ga., whose students have produced the two *Foxfire* books and are at work on the third; Steve Dunning of East Lansing, Mich., frequent contributor to *English Journal* and *English Education*; and J. N. Hood of Waveland, Ind., whose book, *The Teaching of High School English*, is in its fifth edition.

Participants may register at the beginning of the conference. For more information contact Larry Tucker, consultant, Division of Languages, State Department of Public Instruction, Raleigh, N. C. 27611.



## EDUCATION DIRECTORIES AVAILABLE

The 1974-75 *North Carolina Education Directory* is available from the Division of Public Information and Publications, State Department of Public Instruction, Raleigh, N. C. 27611. The cost is \$1.25 per copy; this includes postage and handling.

This directory lists all public and private schools in North Carolina, as well as education-related organizations and Department of Public Education staff.

## VIKING STUDENT PROJECT DEADLINE NEAR

Students across the country are being asked to design an official emblem to be placed on the Viking Lander, America's first scientific laboratory, which will land on Mars. The Viking will conduct scientific investigations of the planet Mars with special emphasis on the search for life.

Any student in the United States in grades 9-12 may enter the Viking Student Project, by drawing a design on a plain sheet of white paper, 8½ x 11 inches. A brief explanation, not to exceed 1000 words, explaining the design and its significance should accompany each design. All entries must be forwarded by first class mail, and be received by *February 1, 1975*, by regional committees of National Science Teachers Association (NSTA). For more information contact: NSTA, 1742 Connecticut Avenue, N.W., Washington, D. C. 20009.

The 10 best entries in each region will be selected as regional winners by a local committee of NSTA and all regional winners will be judged by a national NSTA committee. The National Aeronautics and Space Administration will make the final selection of the design to be placed on the lander.

## NATIONAL MATH EXAMINATION SCHEDULED

A number of North Carolina high schools will be participating again this year in the 26th annual High School Mathematics Examination to be given Tuesday, March 11. The aim of the exam, which is given nationwide, is to "create and sustain interest in mathematics among students," according to Sherrill G. Hall, an executive with Jefferson Standard Life Insurance Company and State chairman for the exam.

Last year about 7,000 North Carolina students took the exam, whose sponsors include the Mathematical Association of America, the Society of Actuaries, and the National Council of Teachers of Mathematics. The 80-minute competitive exam, which includes elementary algebra, plane and simple coordinate geometry, intermediate algebra, and trigonometry, is designed for eleventh and twelfth grade students whose abilities in math are above average.

Deadline for registering for the examination is January 15. Information was sent to high schools by Hall in December. Late inquirers may call him at Jefferson Standard Life Insurance Company in Greensboro.

## CONSERVING ENERGY

Energy shortages and inflation have made fuel conservation a necessity in the State's public schools. Teachers and students can help out by following conservation practices suggested by the State education agency's Division of Plant Operation:

1. Assign students to see that doors and windows are kept closed.
2. Students and teachers should dress for cool temperatures during cold weather and then adjust temperature controls accordingly.
3. Students and teachers are asked not to burn unnecessary lights.

Carsie Denning, director of Plant Operation, says that coal for North Carolina's schools is three times as expensive as last year and that electricity and gas are two-and-a-half times as expensive as last year.

## RECORD NUMBER ATTEND MIGRANT EDUCATION PROJECTS

More than 6,800 children of migratory agricultural workers in North Carolina attended educational programs designed specifically for them during the 1973-74 regular school term and the 1974 summer session, reports the Migrant Education Section, Division of Compensatory Education. This is an increase of approximately 700 over the previous year's enrollment figures.

Funded by the U. S. Office of Education and conducted by local education agencies, the programs are designed to meet the special educational needs of migrant children.

Local school administrative units operating migrant education projects during Fiscal Year 1974 include Bertie, Bladen, Camden, Carteret, Columbus, Duplin, Edgecombe, Greene, Halifax, Harnett, Haywood, Henderson, Hertford, Johnston, Lenoir, Martin, Nash, Northampton, Pasquotank, Pitt, Robeson, Sampson, Wake, Washington, Wayne, and Wilson counties, as well as Goldsboro, Maxton, Red Springs, and St. Pauls city units.

Programs during the regular school year provide supplementary instruction in deficient skill areas, primarily reading and mathematics. Teachers and aides tutor individuals and small groups within and outside the regular classroom.

Summer projects for migrant children serve instructional needs as well as food, health, counseling, and transportation services when there is no State-supported program available.

According to Robert Youngblood, director of the N. C. migrant education program, substantial increases in the numbers of Spanish-speaking migrant workers and their families in North Carolina indicates a need for greater emphasis on bilingual teaching.

# Come to the State Zoo

There's a "population explosion" at the North Carolina Zoological Park. While not a "real" zoo yet, the Interim Zoo facility, a temporary holding area for the rapidly expanding animal population, is now complete. Currently, there are nearly 100 animals at the Zoo ranging from a guinea pig to a rhinoceros to a six-year-old gorilla.

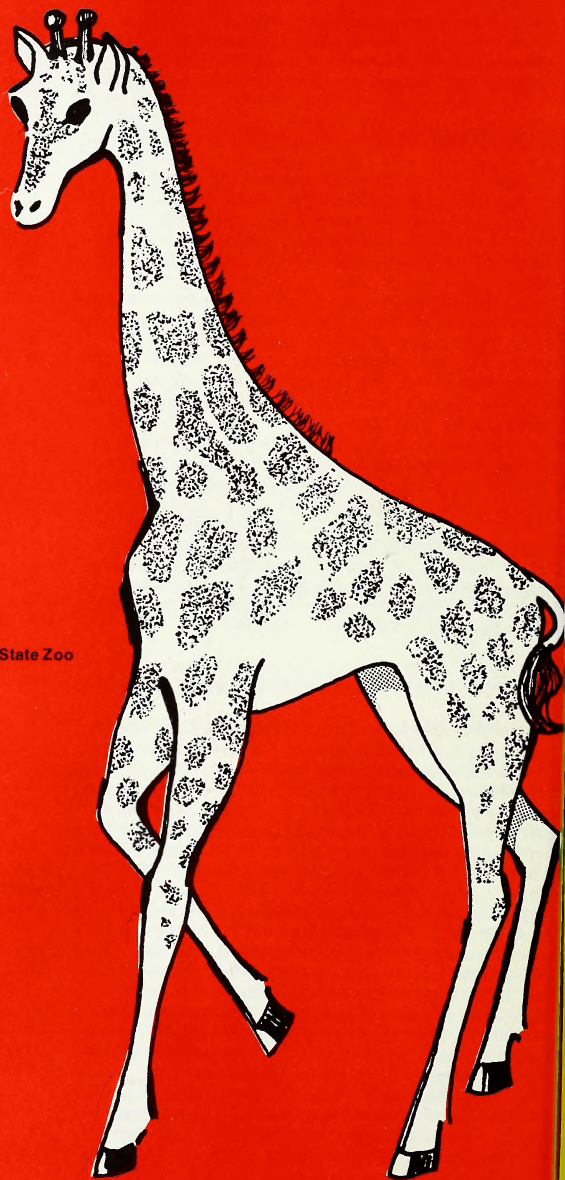
A variety of both exotic and familiar animals, birds, and reptiles have been arriving on a weekly basis over the past few months, according to *ZooLingo*, a newsletter published by the Zoological Park Council.

According to G. Douglas Aitken, Jr., president of the North Carolina Zoological Society, school groups from across the State are encouraged to start visiting the Zoo now, even while the park is still under construction.

Please schedule your school trip to the Zoo by calling 919-629-4171 or writing: North Carolina Zoological Park, Route 4, Box 73, Asheville, N.C., 27203.

## Some Animals Already at the State Zoo

- a male zebra
- two rhinoceroses
- a white-tailed deer
- a pair of wildebeests
- four ostriches
- two male llamas
- a timber wolf
- a pair of caracal cats
- two striped hyenas
- a male gorilla
- two tree kangaroos
- four phalangers
- two bushbabies
- three slow lorises
- three boa constrictors
- a tegu lizard
- three squirrel monkeys
- four owls
- six zebras
- three giraffes
- two parrots





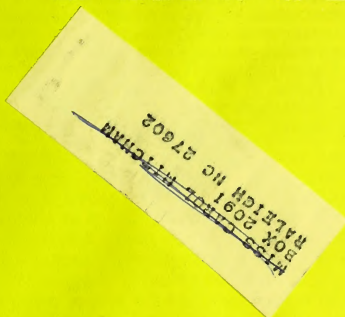
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# NORTH CAROLINA PUBLIC SCHOOLS

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VOLUME 39 / NUMBER 3 / SPRING 1975



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# NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 39 / NUMBER 3 / SPRING 1975

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## COVER

It looks like the United States is going to leave the ranks of Burma, Liberia, and Brunei and make a commitment to converting to metrics. North Carolina is going to be ready. See story beginning on page 12.

## Photo Credits:

Page 4, Burlington Daily Times-News; page 16, Bruce Clark, SDPI photographer; and page 19, Division for Exceptional Children, SDPI.

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 MARCH 13, 1975**

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## YOUR COPIES OF NORTH CAROLINA PUBLIC SCHOOLS

The number of copies each school receives is based on 75 percent of that school's teachers. It is hoped that the magazine will be placed in teachers' lounges or other central locations so that interested staff members may pick up their copies.



## From the State Superintendent

Excerpts from Remarks to the Senate Education Committee North Carolina General Assembly Wednesday, February 5, 1975.

North Carolina's elementary and secondary schools, serving approximately 1 million boys and girls, ages 5-18, have been challenged greatly by a decade of major social, political, economic, and technological change. School people have been faced with massive pressures to maintain and expand a measurable quality of educational opportunity for *all* of the 1 million youngsters, many of whom have really only moved into the mainstream of the educational scene in the mid-sixties and early seventies. Multitudes of educationally and economically deprived youngsters have, for the first time, found new and real hope all around them, as professionals and laymen alike have made renewed commitments to meet more adequately the complex educational needs of *all*—not just the privileged and the able. Yes, Governor Aycock and many others have said a great deal about the right of every youngster to achieve his or her potential. Yet only in relatively recent times have we come to a point where that great dream is truly a possibility.

Teachers, administrators, supervisors, and their many supportive co-workers—some 50 thousand strong in this State—faced with this unbelievably difficult *total* task, have responded admirably by holding high the belief that the ability to read well, to understand and handle numbers, to speak and to write with clarity, and to think analytically and critically are *prime* needs of every youngster. They have worked at this task with limited time, limited personnel, sometimes limited training, limited materials and tools, sometimes limited facilities, limited supportive services, and limited compensation. They have worked at this task with the knowledge that most parents and most citizens truly want the best of educational opportunity for their children above everything else.

Those in our midst who continue to use so unfairly the phrases, "get *back* to basics and cut out the frills and fads," high sounding phrases which imply irresponsibly in some way or other, that schools and school people have really left or abandoned the basics; these people and their voices do a great and damaging disservice to this vast army of North Carolina teachers, administrators, supervisors, and their related colleagues in the 149 school systems, the 2,000 schools, the thousands of classroom good people *who have never left the basics*. They have tried, to be sure, that they reach every child—the bright the average, the dull, the learning disabled, the physically handicapped, the emotionally disturbed, the unloved, the unwanted, the one from the broken home, the agitated and restless home, the happy, the sad, the undernourished, the disinterested, and on and on. They try to reach each of these children with better ways to assure the ability to read, to write, to speak, to figure, to think, to understand himself and others—close around him and in far distant places—to understand the real world of work and to make good choices about his own work, his own career, his own life because he does understand that work world better. They try to help this child appreciate and experience beauty and creativity in the arts and knowledge in the sciences, to understand his body and to know how to keep it fit and healthy, and to understand and experience the important role of the good citizen—the world of economics and government and politics and the lessons and impact of history on all that he does in the present and sees in the future.

We've made great progress toward the ultimate realization of this magnificent dream—this tremendous order, because legislative bodies like this one over the past several years have taken great strides in providing better and more productive resources for schools, school people, and the school-age youngsters they serve, have hacked away at the limitations of the past, building an air of expectancy and a real sense of momentum—movement carefully planned, in the right direction, at a deliberate speed—leading to delivery on that big order that has been placed on all our shoulders.

That is why we have come to this General Assembly with a large, carefully documented, responsible, and unabashed request for your help in keeping educational momentum in North Carolina at a high level. We do have miles to go before we sleep. We, in the profession, promise you and the citizens you represent that we shall remain wide awake and do our part better every day. We hope you won't go to sleep either and that we won't let the 1 million school children of North Carolina down at a time when it would be awfully easy and tempting for all of us to just rest awhile. Together the big order can be filled if we don't rest too long.

# AN AUTHOR MEETS His FANS

by Becky Shoffner, Director of Community Relations,  
Burlington City Schools





It was a dream come true.

It had taken three years of dreaming, hoping, and working, but there he sat in the library rocking chair—Ezra Jack Keats, the internationally known author of children's books and the visiting friend of students at Maple Avenue Elementary School in Burlington.

For three years librarian B. DuPree had guided her students through careful studies of Keats, his books, and illustrations. The students had analyzed his collage technique of illustration, had worked with it, and finally had tried it with their own original story. And through it all they corresponded with Keats, sharing with him their drawings, their questions, and their love of his books. In short, they became friends with the New York author, even talking with him on the telephone.

The main purpose of the Keats studies was academic; older students learned to analyze a book and the relationship between text and illustrations while younger students came to enjoy the primary level stories and to love the Keats characters. And all students gained valuable art experience in working with collage illustrations.

As the Keats studies progressed and the friendship emerged, a new idea was born: Wouldn't it be nice if Mr. Keats could visit Maple Avenue to meet his fans in person and talk with them face-to-face about writing books?

It started as an impossible dream, but this year it came true. Ezra Jack Keats spent two days in Maple Avenue School.

### The Visit

The school buzzed with excitement for weeks ahead of time and for weeks after, and the two-day visit from the author was something the students will remember for the rest of their lives. Keats had become a hero to them, and seeing, hearing, and touching one's hero isn't soon forgotten.

The visit was a hectic one. The author brought along motion pictures made from several of his books, a movie about his trip to Japan, and another about his art techniques. He spent time with

each class of students, discussing his work and patiently answering questions.

He was a gentle and soft-spoken man, and his eyes sparkled with love for children and genuine interest in them. He enthusiastically praised the creative works of the students and encouraged them to continue developing their art and literary talents.

Each child in the school had an opportunity to meet the author/illustrator. And Maple Avenue alumni, who had worked on earlier Keats projects before moving on to middle school, were brought back for the occasion.

Interspersed among his visits with the students were meetings with elementary librarians and others in the school system, autograph sessions, and an occasional nap. He also found time to visit an exhibit of the students' collage projects.

### The Setting

Anyone dropping by the school would have known that something was up. The whole school was decorated for Keats, every class having done some sort of project to commemorate the occasion. Even the kindergarten students had turned to their easels to paint their copies of snowsuited Peter from *The Snowy Day*, Keats' first book and Caldecott Award winner. Other classes had made bulletin boards, and older students had literally "wallpapered" the library with lifesize reproductions of illustrations from all of Keats' books. Special education students had made a menagerie of paper mice, following the instructions in the latest Keats' book, *Dreams*, and third graders had made a huge montage banner for the front door to proclaim, "Keats Is Coming!"

And the staff and patrons were not to be left out. For a centerpiece, first grade teacher Laura Hamlet had recreated the glorious hat from *Jenny's Hat*, and the PTA presented the school with a new rocker for the library, complete with an engraved plaque dedicating the chair as "The Keats Rocker."

Perhaps the most special prep-

aration activity was making a gift for Mr. Keats. The students and their librarian thought long and hard to come up with a gift suitable to express their appreciation for the trouble and expense the author would be going to in coming to Burlington to visit. The decision was finally reached, and the author was later presented with a cloth wall hanging of a scene from *Jenny's Hat*, made for him by a group of fifth graders.

### The Background

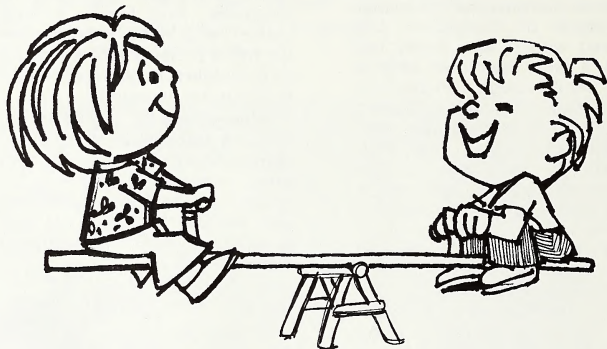
Studies of Keats' books had begun at Maple Avenue just as any other unit, but as she perceived the growing interest of the children, Mrs. DuPree expanded her unit on Keats. Older students began analyzing the picture books they had enjoyed as primary students. They studied the books and created their own illustration. Two years ago the students put through a conference telephone call to the author/illustrator so they could chat with him and compare art techniques.

The next year the librarian sensed a need for a new Keats project, so she challenged a group of fifth graders to write and illustrate an original book in Keats' style. She gave them only a title, *Keats Is Coming* (a hint at what was still just a dream). Each student wrote a story, and the class voted on the favorite, a story about a pet show with Mr. Keats as judge. The class was divided into committees to work on the illustrations for the story by Jerry Heuer. Funds were obtained from the PTA and the school to publish the book. Copies, of course, were sent to Keats in New York, and these proved to be the final enticement necessary to get him to come to visit the students.

### The Aftermath

Life at Maple Avenue has settled back down to a more normal level of activity. Keats' visit isn't the one and only topic of interest now, but it is still something the students and staff won't soon forget. And one could wager that a career interest survey at the school would yield an unusually high percentage of potential authors and illustrators of children's books.

# DEALING WITH SEX BIAS, or It's Great To Be a People



## Sex Discrimination

- A medical economist for the Social Security Administration recently set the value of a newborn girl at \$34,622. Her baby brother is worth \$59,063. The values represent the potential future earnings of each child.
- The following situation comes from the comic strip "Dennis the Menace." Dennis and Gina are walking down a street and Dennis says, "Let's go over and cheer up Joey." Gina questions, "Why, is he sick?" Dennis replies, "No, but any kid with a baby sister needs cheering up."
- At school the other day, several pupils read this passage in one of their books. "He felt a tear coming to his eye, but he brushed it away with his hand. Boys eight years old don't cry, he said to himself."

Sex bias or sex-role stereotyping has been defined by some as the unconscious and conscious values and assumptions which stereotype the sexes and channel females and males into those interests, activities, and goals considered "appropriate" for their sex.

Sex-role stereotyping runs throughout society. It is found at home, in school, on television, in books, just about everywhere. Long before a child reaches school-age, sex-role stereotyping takes root and the child learns somehow that it is better to be a boy than a girl.

The public schools, however, have a legal and moral responsibility to help each student develop his or her intellectual, emotional, and physical potentials to the fullest extent. How can North Carolina's public schools work to overcome sex bias and how committed are the schools to this goal?

Through the office of Dudley Flood, assistant State superintendent for human relations and student affairs, the North Carolina



Department of Public Instruction is launching a major effort to develop and implement a State-level program aimed at the elimination of sex bias in the public schools.

One of the first steps in this process says Flood, "is a commitment to develop an awareness among State agency personnel of the dimensions and description of this problem as seen by teachers, administrators, students, and the community." At the same time, Flood added, awareness activities concerning sex bias problems will need to be conducted in the schools and in the community.

"We want to talk about *what* is right rather than *who* is right. We want to explore and discuss what kinds of programs might be better than current programs, but we must never say that a particular program is wrong," explained Flood.

Flood does expect some resistance to initial awareness efforts. "One of the real problems will be the anti-change mentality, and the attitude that the change has been forced upon us (schools) from without, particularly because of Title IX of the Education Amendments of 1972 which prohibits sex discrimination in schools," remarked Flood. "We hope the incentive to eliminate sex bias will be motivated by intrinsic value rather than because of some federal mandate."

When talking about eliminating sex bias, the Assistant State Superintendent says that the Department of Public Instruction is looking for "equity" rather than "equality" in programming. "Students—male and female—need to have the same opportunities to develop to their full potentials," Flood said.

Specifically, equality involves a "numbers game," noted Flood. Making football programs equal by adding an equal amount of dollars for boys' football and girls' football would be fallacious, Flood observed, because girls' football is not a reality in most high school programs. However, in the area of basketball, where girls have been interested and actively playing basketball, girls should be offered the same opportunities to play, he said.

"If a school feels it is appropriate to offer boys' basketball and there are girls also interested in playing basketball, the girls should have the same opportunity with no extra status given to either one of the teams. That, to me, represents an equitable situation," he commented.

Taking the idea of equity versus equality one step further, the Assistant State Superintendent noted, "if we've been spending most of our time and resources on programs for boys we cannot suddenly say that we'll divide the resources in half and make things equal. That may be too simple a

way of looking at sex bias problems." Instead of trying to reach equality in programs such as athletics, schools need to determine whether certain activities are equitable and valid for girls as well as boys, Flood said.

While sex bias in athletics is clearly a "visible" problem, it is far from the most serious of these problems facing public schools. Many learning activities, for example, expose students to models for different careers. If the model is for a doctor or mayor, the model is usually a male, while models for kindergarten teachers or nurses are

### **ELIMINATING SEX DISCRIMINATION IN SCHOOLS: A SOURCE BOOK**

"Sex discrimination in the schools has rarely been a planned philosophy or program, maliciously designed to hurt people of either sex. Instead, discriminatory practices reflect generations of attitudes and customs which have restricted members of each sex to certain occupational, family, and social roles."

That paragraph is contained in State Superintendent Craig Phillips' foreword in a newly published source book, titled "Eliminating Sex Discrimination in Schools." The source book, developed by the North Carolina Department of Public Instruction's Research and Information Center, is designed to help educators at all levels to identify discriminatory practices and replace these practices with equitable educational practices.

In October 1974, the State Board of Education approved a resolution concerning prohibiting sex discrimination in the public schools. "Eliminating Sex Discrimination in Schools," contains specific, practical suggestions and resources which teachers, guidance counselors, coaches, school administrators, school board members, teacher educators, as well as parents and students, can consider and use in correcting sex discrimination and sex bias problems in schools.

Included in the source book are the following general topics:

- importance of non-sexist language
- sexist humor
- sex bias in instructional materials
- sex differences in academic ability and school achievement
- sex bias in physical education and athletics
- sex bias in occupational education, and
- sex bias in guidance and counseling

Also included in the source book is general information on women on school boards, professional employees in local public schools, employees in the North Carolina Department of Public Instruction, possible reasons for few women in administrative positions, specific suggestions for eliminating sex discrimination in education, legislation prohibiting sex discrimination in education, a quiz, "How sexist are you?: A Test for Teachers," lists of organizations working to eliminate sexism in education, and selected annotated readings on sex discrimination.

Copies of the source book will be available beginning May 1 from the Division of Public Information and Publications, State Department of Public Instruction, Raleigh, N. C. 27611 at \$1.50 each.

typically female.

Flood stressed that even though males currently dominate certain professions, teachers are going to have to go out of their way not to stereotype such professions, and seek female models for typically male roles. The reverse of this situation would also be true.

One existing component of the Department of Public Instruction's total thrust to eliminate sex bias is the "New Pioneers" program. "New Pioneers," headed up by Amanda Smith, a consultant in the Division of Occupational Education, is working from the occupational education angle to combat sex bias.

First, the program is organizing research units in ten school systems which will seek to identify discriminatory practices and devise ways to open all occupational education programs to all students. Second, "New Pioneers" is helping State agency consultants in all occupational education areas to develop specific strategies for eliminating sex bias in occupational education programs across the State. Third, the program is providing information about sex bias to educators and other concerned citizens throughout the State.

In the area of guidance counseling, Flood sees a significant opportunity to counter sex bias. Counselors must continue to work toward life-time counseling, particularly for females, he said. It is increasingly evident for example, that married women who work for a few years and then retire to raise a family do eventually return to the work force. U. S. Department of Labor statistics bear out this point. In fact, more than half of all women 18 to 64 years of age are workers.

To do an effective job of life-time counseling, counselors will have to counsel young men and women concerning jobs normally stereotyped as the domain of a certain sex.

"Counselors will have to lay out all the problems of an occupation, such as the sex discrimination a girl may face if she wants to become a bricklayer," remarked Flood. "But the counselor should not discourage a student from choosing a certain occupation because of sex bias. The coun-

selor should instruct about the likely problems but encourage the student to pursue the career knowing the pitfalls."

What are some other approaches to overcoming sex bias in the public schools? A survey of activities currently being carried out by local school units for dealing with sex bias has been compiled by the Division of Human Relations. A majority of the units have not taken specific steps for dealing with sex bias, but most have identified a member of their staff to be a liaison person in the area of sex bias.

The survey also reveals that several units have already developed some preliminary strategies for countering sex bias. Among the strategies listed by Winston-Salem/Forsyth Schools are working toward equality in discipline, making extra-curricular activities sponsored by the school co-educational, and taking a poll of students to find out what sports they want to participate in.

In the Orange County Schools, all students are encouraged to register for courses which have been identified with one sex, bulletin boards and printed communications emphasize elimination of sex bias, and planning is underway for a student task force at the high school to come up with suggestions to increase student awareness about sex bias and requirements of Title IX.

The Cumberland County Board of Education recently adopted a resolution concerning the elimination of sex bias in the schools. The resolution is now being discussed and interpreted at individual schools.

Flood stressed that a guideline approach rather than a policy approach to the problem will be the most realistic way to handle sex bias. "We don't have any two schools in the State that are at the same point in the problem, just as we don't have any two schools that are in the same phase of integration," Flood noted.

He continued, "As in working with desegregation problems, in dealing with sex bias problems there must be some reconciliation between the aspirations of the school and the community. School-community sessions to talk about goals will need to be

established." The Division of Human Relations and others in the State education agency will help set up community advisory groups or help established groups add the elimination of sex bias to their priorities, Flood said.

Soon, the Division of Human Relations will begin to develop models for eliminating sex bias from school programs. Models will be general and designed to meet certain characteristics of school systems. The use of models, said Flood, helps consultants keep track of the methods being used to deal with a particular problem.

Flood speculates that there may be funds available through an existing federal program to help get the job of creating awareness of sex bias and removing sex bias from the school implemented. But, all efforts, he stressed, will be best handled through individual consultations.

"Sex bias is a very individual proposition. We hope that many Department of Public Instruction staff members will be able to work with individual school systems as the schools begin to consider and become aware of what should be happening to girls and boys in public education," Flood concluded.



# FACTS & FIGURES

## North Carolina Public Schools

SCHOOLS: (1974-75)		Number	Percent	INSTRUCTIONAL PERSONNEL:	
Local School Administrative Units				Instructional Staff Employed in	
County Units (all students in county) .....				Public Schools (Fall, 1974)	
Partial County Units .....				State Funded .....	47,484 79.9
City Units .....				Federally Funded .....	2,699 4.6
Total .....				Locally Funded .....	9,225 15.5
Total .....				Total .....	59,408 100.0
Public Schools				Qualifications (Fall, 1974)	
Elementary (Grades K-8) .....				Principal Certificate (P) .....	1,959 3.3
Secondary (Grades 9-12) .....				Graduate Certificate (G) .....	10,612 17.9
Combined .....				Bachelor Certificate (A) .....	45,953 77.3
Total .....				Others .....	684 1.5
Non-Public Schools				Average Annual Teachers	
Elementary (Grades K-8) .....				Salaries (Estimated 1974-75)	
Secondary (Grades 9-12) .....				North Carolina Teachers	
Combined (Grades K-12) .....				(All Sources) .....	\$10,927
Total .....				National Teachers Average	\$11,513
Public Schools with Kindergarten				Salaries .....	\$ 9,775
(est) 900				Southeast Average .....	18
				National Rank .....	1
				Southeast Rank .....	1
STUDENTS:					
School Age Population (1975 Projection)					
Age 5 .....					
Ages 6-9 .....					
Ages 10-14 .....					
Ages 15-19 .....					
Total .....					
Public School Enrollment (First Month, 1974)					
Kindergarten .....					
Grades 1-8 .....					
Grades 9-12 .....					
Total .....					
Public School Average Daily Membership (First Month, 1974)					
Kindergarten .....					
Grades 1-8 .....					
Grades 9-12 .....					
Total .....					
Public School Ethnic Distribution (Fall, 1974)					
American Indian .....					
Black American .....					
Asian American .....					
Spanish Surnamed American .....					
Others .....					
Non-Public School Enrollment (Fall, 1974)					
Kindergarten .....					
Grades 1-8 .....					
Grades 9-12 .....					
Total .....					
Public High School Graduates (1973-74)					
Male .....					
Female .....					
Total .....					
Follow-Up of High School Graduates (1973-74)					
Enrolled in Four-Year Institutions .....					
Enrolled in Two-Year Institutions .....					
Enrolled in Other Schools .....					
Military Service .....					
Employed .....					
All Others .....					
EXPENDITURES: (1973-74)					
Current Expenses					
State .....					
Federal .....					
Local .....					
Total .....					
Capital Outlay .....					
Debt Service					
Principal .....					
Interest .....					
Total .....					
Per Pupil Expenditure in Average Daily Attendance (Current Expenses Only) .....					
Per Pupil Expenditure in Average Daily Membership (Current Expenses Only) .....					
AUXILIARY SERVICES:					
Transportation					
No. of Buses Operated (1973-74) .....					
No. of Pupils Transported Daily (1973-74) .....					
Cost of Operation (includes bus replacement and contract transportation) 1973-74 .....					
Annual Cost Per Pupil Transported (1973-74) .....					
Textbooks (1973-74)					
Total Textbook Cost .....					
Cost Per Pupil in Average Daily Membership .....					
Instructional Materials (1973-74)					
Total Instructional Materials Cost .....					
Cost Per Pupil in Average Daily Membership .....					
Food Service (Fall, 1974)					
No. of Schools Serving Meals .....					
Average No. of Meals Served Daily .....					
Average Cost Per Plate .....					

Data compiled by the Division of Management Information Systems,  
Controller's Office, North Carolina Department of Public Education,  
Raleigh, N. C. 27611, March, 1975.

I AM  
Lovable and  
Capable

# **IALAC**

## **Develops Sensitivity Towards Others**

by Gloria Armour, Director of  
Public Information,  
Wake County Schools

How can we teach our children to care more about other people's feelings? How can we help them retain something of the "Christmas spirit" all year long? How can we help each one develop a better self-image?

These questions are now being recognized in education as problems that must be dealt with in the schools. Research at the North Carolina Advancement School strongly supports the notion that "the child who feels good about himself and who has a positive attitude toward school and learning is the child who achieves. Underachievement is likely to remain a problem until schools are willing to consider an act on this research and view student attitudes as just as important as achievement test scores."

In Wake County, through the Value Clarification program, children are encouraged to develop positive attitudes about themselves and to learn to treat other people with respect. One facet of this Value Clarification program is a story called IALAC (I Am Lovable And Capable.)

At Willow Springs School last month, Principal George Cooper spent several days in the classrooms telling the IALAC story to his students. He says it made many children change attitudes



and develop sensitivity toward others. The story goes something like this:

Imagine a little boy named John getting up one morning with a sign around his neck with IALAC written on it. The sign stands for John's image of himself. He feels like a lovable and capable person until his father shoves his head into the boy's room and hollers, "You've overslept again this morning. Why can't you wake up on time like your sister? Hurry up."

John struggles to get out of bed, rummages through his drawer to find his clothes, but he can't find two socks that match. Because he's worried about being late, he puts on a blue sock and a brown sock, hoping no one at school will notice. He rushes to the kitchen. His mother and father and sister have all finished eating. He hears the school bus coming down his street. He gulps one bit of toast and dashes out the door.

As he gets to the bus stop, the other children crowd him out of line, and one boy knocks his books out of his hands. John scrambles to pick them up while the bus driver sits waiting with a scowl on his face for John to get on the bus. John loses another piece of his sign.

At school, the day begins with the teacher announcing, "Get out a piece of paper, boys and girls. We're going to have our spelling test first today."

John feels pretty good about the test, because he has studied the words thoroughly. But he starts to write the first word and his pencil point breaks. He turns around to ask the girl behind him if he can borrow a pencil. She responds, "Certainly not! Why can't you bring your own pencil?"

John loses another piece of his sign.

The teacher sees him turned around in his seat and says in a gruff voice, "John, keep your eyes on your own paper. If you talk again, I'll have to take your paper away and give you a zero."

Another piece falls off John's sign.

After lunch the children decide to play a game of kickball during their free time. One of the boys says, "I'm not going to pick you,

John. You're a lousy player."

John's IALAC sign shrinks again.

During a trip to the media center later, John reaches up to get a book off of a high shelf. He hears someone behind him whisper, "Look at that dumb John. His socks don't even match."

A piece of his sign is torn off again.

When John gets home after school, he says, "How about a glass of milk, Mom?" His mother answers, "The milk is in the refrigerator. I'm going next door to play bridge. See you later."

Again, his sign is torn.

For the rest of the day and after dinner, friends and family members tear John's sign. They unconsciously tell him by tone of voice and choice of words that he is NOT lovable and capable.

By the time he gets ready for bed, there isn't much left of John's image of himself. All he can do is go to sleep and start over again another day with a new sign.

The children at Willow Springs lived this story by having IALAC Week at their school. The students, principal, teachers, cafeteria workers, school secretary, custodians—everybody—wore an IALAC sign every day for a week. When somebody got his feelings hurt, he tore off a piece of his sign and gave it to the person who hurt his feelings. The children learned that a person's sign, or positive self-image, can be put back together when someone says, "I'm sorry", or shows love in some other way.

One girl who fell out of her chair in the cafeteria gave a piece of her sign to classmates who laughed at her. A teacher gave a piece of her sign to a child who answered her in anger. Some children autographed a big sign that said, "If You Have Not Torn Anybody's Sign Today, Please Sign Here."

Principal Cooper said, "You know, you can't judge a program like this with numbers, but I can see a big difference in the children this week. I would guess that I haven't had more than half a dozen students sent to my office this week for discipline problems. I consider IALAC a success at Willow Springs."

## BACKGROUND

*Equipping teachers to work with students and students to work with other students in developing positive self-images is the goal of the Department of Public Instruction's Division of Human Relations in the area of value clarification. One of the many techniques used by division staff members to get at improving self-concepts is the IALAC program. That bit of alphabet soup stands for "I Am Lovable And Capable." According to Division Director Lee Grier, "IALAC is a vivid example of showing how not to tear down somebody's self-concept." Wake County is one of several units in North Carolina currently experimenting with the IALAC program.*

# thinking metric is when...

When the distance between Manteo and Murphy becomes 868.6 kilometers, and Boone is called the "Kilometer High City," and the referee signals "first down and 9.14 meters to go," and the thermometer reads 25 celsius on a warm summer day . . . that is "thinking metric."

That day, when North Carolina's teachers and public school pupils think in terms of metric measurements instead of the current U. S. system of measures using feet, gallons, and fahrenheit is not far off. The North Carolina State Board of Education recently adopted a resolution calling for the instruction of International Metric System of Weights and Measures as the primary system of measurement beginning with 1981-82 school year.

"Thinking metric" rather than "converting to metric" is the key to teaching and using the metric system, says Robert Jones, director of the Department of Public Instruction's Division of Mathematics. Emphasis will be placed on application of the metric system and less on the mere act of converting units from one system to another, he said.

To help educators, students, and the general public make the transition to the metric system,

the Department of Public Instruction has come up with several strategies for implementing the system in North Carolina.

A 40-member Advisory Council on Metric Education has been appointed by State Superintendent Craig Phillips. The council, composed of educators, industry and State government leaders, and representatives of various professional organizations, is charged with the responsibility of developing a comprehensive plan for metric education in the State. Preliminary activities of the advisory council include identifying major metric issues and organizing the council's efforts to meet the issues.

North Carolina is one of five states in the nation to receive a grant from the U. S. Office of Education to develop a plan for smoothing the way for widespread use of metric measurement in society. Along with state education personnel in the metric education consortium—California, Delaware, Minnesota and Mississippi—the Department of Public Instruction will work with government, industry, and university officials in each state to develop and implement a model for State education agency leadership in metric educa-

tion.

According to Jones, each of the five models will be made available to other state and local education agencies as they move toward full use of the metric system.

Through the consortium effort, plans for educating the adult community on the use of the metric system, along with staff development activities designed primarily for elementary and non-math and non-science secondary teachers will be developed.

During the coming school year, a "Metric Week" to coincide with National School Lunch Week October 12-19, 1975, will be held in North Carolina. Some of the suggested ways school units can observe the week include sponsoring metric fairs with community and government groups, planning special programs for students, parents, and the community on the metric system, and asking students to prepare labels which give metric measurements for items in schools, homes, shopping centers, and government buildings.

Another activity during the week might include inservice training programs for employees of public schools and State government. Programs could include general metric information needed by employees for personal use as well as use on the job.

To date, some 5,000 teachers have attended metric awareness workshops sponsored by the Department of Public Instruction, and workshops will continue to be conducted for teachers across the State as North Carolina works toward its goal of "thinking metric" and adopting the metric system as the primary system of measurement to be taught in the public schools.

Backing up individual state efforts in metric education is the recently signed Education Amendments of 1974, P. L. 93-380, a provision authorizing the Commissioner of Education during the period July 1, 1975 to June 30, 1978, "to carry out a program of grants and contracts in order to encourage educational agencies and institutions to prepare students to use the metric system of measurement."



## METRIC FUDGE

- 115 g cream cheese (at room temperature)
- 380 g powdered sugar
- 115 g unsweetened chocolate (comes in liquid form in envelopes)
- 1 tsp. vanilla
- 250 ml chopped nuts
- 25 g butter

1. Put cream cheese and vanilla into a bowl.
2. Add half the powdered sugar, a little at a time. Stir.
3. Add the chocolate.
4. Add the rest of the powdered sugar, a little at a time.
5. Stir in nuts.
6. Butter the pan.
7. Put the fudge in the pan. Spread it evenly.
8. Chill the fudge in the refrigerator for two hours or longer.
9. Wash bowl, spoon and other tools you used.
10. When the fudge is firm, cut it into squares, 3 cm per square.

(from *It Starts in the Classroom*, Jan, 1975,  
National School Public Relations Association)

## METRIC EVENTS IN THE UNITED STATES

- 1785—Congress of the Confederation of States adopted a decimal system of coinage with a fundamental monetary unit called the "dollar."
- 1788—U. S. Constitution became the supreme law of the land when ratified by New Hampshire—the ninth state to do so. The Constitution gave Congress the power "to coin money, regulate the value thereof, and of foreign coin, and fix the standards of weights and measures."
- 1790—At the request of the House of Representatives, Thomas Jefferson submitted a plan for a decimal system of weights and measures. Congress appointed a committee to study the matter.
- 1821—Secretary of State John Quincy Adams completed a four-year study of the world's measurement systems. In his report to Congress, he cited the many advantages of the metric system, calling it "the greatest invention of human ingenuity since that of printing."
- 1830—Ferdinand Hassler, U. S. Treasury employee, made a set of standard weights and measures for each U. S. Custom-House.
- 1838—Congress ordered the Secretary of the Treasury to supply a set of the customs weights and measures to each state. The legislatures of states receiving them quickly granted them official status.
- 1866—Congress legalized use of metric measures in commerce.
- 1902—Extensive hearings on proposed Government adoption of the metric system were held by the Committee on Coinage, Weights and Measures. A favorable committee report was issued, but no action was taken.
- 1918—The U. S. War Department issued a general order providing for the use of the metric system for wartime activities.
- 1968—Congress passed an Act providing for a three-year study to determine the impact of increasing use of the metric system on the United States.
- 1971—The U. S. Metric Study Group reported to Congress. They recommended that the U. S. change to the International Metric System through a coordinated national program, guided by a central coordinating body and that *early priority be given to educating every American schoolchild and the public at large to think in metric terms.*
- 1972—U. S. Senate passed a bill providing for a coordinated national program of metric conversion to take place over a 10-year period.
- 1974—In May, the U. S. House of Representatives voted against suspending rules to consider metric conversion legislation without any amendments being attached.
- 1974—In August, Congress passed an Elementary and Secondary Act, PL 93-380 which included a section concerning education for the use of the metric system of measurement. (The United States is the only industrialized country not legally committed to metric conversion. The other uncommitted countries are Brunei, population 100,000; Burma, population 29,000,000; Liberia, population 1,650,000; Yemen Arab Republic, population 6,000,000; and Yemen Peoples Republic, population 1,510,000.

# METRIC POSTER CONTEST

All submissions must be received by May 1, 1975.

Five categories will be judged:

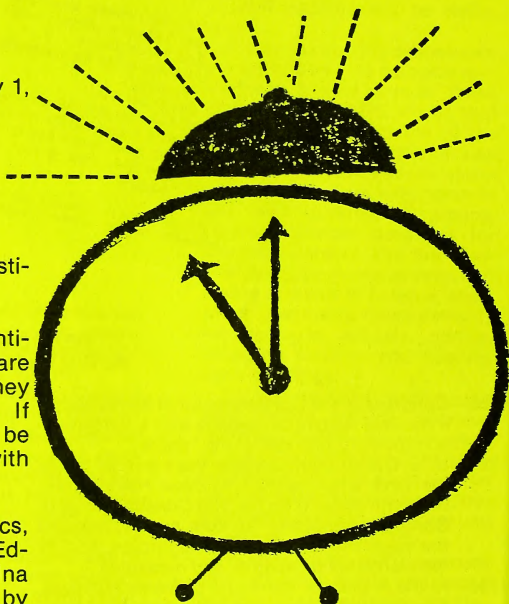
K-3  
4-6  
7-9  
10-12

Community Colleges and Technical Institutes

Posters should be no larger than 46 x 61 centimeters, including mat, if used. All media are acceptable. (If collages are submitted, they must be no thicker than 3 millimeters. If chalk or pastels are used, they should be sprayed with a fixative or protected with plastic.)

Address posters to Division of Mathematics, State Department of Public Instruction, Education Building, Raleigh, North Carolina 27611. All submissions must be received by May 1, 1975. Winners will be notified by May 15, 1975, and awards presented.

Please tape a blank similar to the one below to the back of each poster:



IT'S TIME  
TO THINK METRIC

Student \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_



# TEXTBOOK SELECTION: A BIG JOB

The textbook selection process probably is one of the least understood aspects of North Carolina education. Amidst national controversy and debate about textbook selection, North Carolina's State Textbook Commission spends thousands of hours of study and deliberation before selecting books to be used in Tarheel classrooms.

And contrary to a commonly held misconception, those books are not picked arbitrarily by the 12 members of the Textbook Commission. "It just doesn't work that way," according to Joyce Wasdell, assistant superintendent in Durham County Schools and chairman of the Textbook Commission. "On a particular text, each commission member will have several people reading the book and giving their advice. On a single book, we will have input from 75 to 100 people. Twelve people just don't pick a text arbitrarily."

The job of the Textbook Commission is a tough one. Mrs. Wasdell's office is often crammed to the ceiling with textbooks set aside for nothing but Textbook Commission work. And it isn't unusual for Commission members to devote their Saturdays to textbook work.

Here, in simplified terms, is a step-by-step description of the textbook adoption process in North Carolina:

The first step is the appointment of the Textbook Commission. Members are named by the Governor, on the recommendation of the State Superintendent of Public Instruction. The law provides that the Commission shall be composed of 12 members, 7 of whom shall be outstanding teachers or principals in the elementary grades, and 5 outstanding teachers or principals in the high schools. There is an added proviso that one of the members will be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in the State law. The State Superintendent notifies members of the Commission that there is to be an adoption in a given subject area. The State Superintendent also notifies all textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Before books are considered, members of the Commission and the professional staff of the Department of Public Instruction develop a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the subject area under consideration. This statement reflects any changes or innovations in the program and takes into account current trends and emphasis stemming from sound, authoritative research and experimentation.

During the review and evaluation process the Commission members secure the help of as many advisers as they wish. The number will vary, but the usual practice has been for each member to select 8 to 12 such advisers. Each member tries to secure a representative group

including classroom teachers, college personnel, supervisory and administrative personnel, lay persons, and students.

Once the review process is completed, each Commission member files a written evaluation of every book submitted. These reports are delivered to the State Superintendent. At the next meeting of the State Board of Education after evaluation reports are filed, the members of the Commission meet with the Board for joint review and considerations of the reports. In the evaluation of textbooks, the members of the Commission do not concern themselves in any way with the prices of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board of Education to consider the findings and recommendations of the Commission, the Board officially calls for sealed bids on those books which the Commission found to be most appropriate. Bids are customarily received on five to eight books. At the next meeting the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Commission, the Board traditionally has placed priority on securing the best materials available. The textbook selection process normally takes four to six months.

North Carolina carries a massive inventory of textbooks. According to Claude Warren, director of the Division of Textbooks for the State education agency, the State has an inventory of about 10 million basic textbooks. In an average year, about 3 million new books are added.

The current trend is for multiple titles to be adopted at each grade level, Warren said. Selecting texts from the multiple listing is the responsibility of each school unit. The Division of Textbooks purchases and distributes textbooks to the schools.

North Carolina's textbook selection system has become a model for the nation and people from other states often visit to see how the system works. "It has given us the best possible textbooks at the lowest possible price," noted Warren.

# Setting the Stage





"is worth six weeks in a high school drama class. They can see a theatre set-up and design studio, and drama becomes more than just another elective."

Besides the clinic at ECU, clinics were held at North Carolina State University, UNC-Asheville, and the N. C. School of the Arts in Winston-Salem. While none of the four clinics offered exactly the same workshops, all of the clinics called for some form of student and teacher involvement, thus carrying out the general clinic theme of "Involvement: What We Do, We Remember." Whether the session concentrated on constructing and using puppets in a classroom, preparing one's voice for the stage, or studying techniques of stage lighting and scenery, the workshop participants pitched in and learned by doing.

Some of the other clinic topics included stage combat, film, techniques for advertising the show inexpensively and effectively, art of acting, art of playwriting, and techniques for using the video tape recorder in the classroom.

Students literally "threw" themselves into the sessions, as was the case at the session on movement at ECU. After some brisk limbering up and stretching exercises, the participants began to experiment with different forms of movement including jumps, rhythmic dance patterns, and moving the body to form different shapes.

Through the movement workshop, explained ECU's Patricia Pertalion, "the students are encouraged to view the body as the most potent instrument for dramatic communication available to the creative artist." White Oak High School's Scaglione added his own thoughts about the movement exercises. "That session really breaks the ice for high school drama teachers because it helps students understand and appreciate the need for them to move gracefully on the stage," he said.

Student reaction was equally enthusiastic. One student commented, "At first, I didn't see how this session was going to fit in with drama, but it began to make sense when I saw how the body can be used to communicate."

One of the "how-to" workshops at both the ECU and NCSU clinics was the session on make-up and costume design. Students picked up pointers on corrective make-up, old-age make-up, and at ECU, were introduced to non-realistic make-up, as they watched the instructor transform the face of one student into the face of a lynx. Workshop participants also learned penny pinching costume ideas as well as the techniques used for padding actors to achieve realistic results.

As students followed a program of workshops at the clinics, teachers attended special workshop sessions, too. In Greenville, for example, teachers attended a workshop on drama techniques in the academic classroom. According to the workshop leader, Lenore Mussoff, a high school English teacher in Alexandria, Virginia, the purpose of the workshop was to present to teachers some drama activities they could adopt for their own classroom.

"Using drama techniques," she said, "is another way of helping students learn more about their own minds and bodies and emotions. Drama also helps students establish a closer communication with their peers." Ms. Mussoff believes such exercises as improvisation, physical movements that suggest thematic approaches in literature, and orchestration techniques for choral speaking help students "move more knowingly and willingly into intellectual experiences in the classroom."

The drama experience went one step further at each of the clinics, as students and teachers either saw parts of an actual production underway at the universities, or, in the case of the NCSU and N. C. School of the Arts clinics, watched a demonstration by the University of North Carolina Readers Theatre.

This month, drama teachers and students are putting what they've learned at the clinics to a test, by participating in six regional drama festivals. Winners of the regional festivals will compete at Enloe Senior High School in Raleigh, at the State Festival, March 20-22.

Drama consultant Lipscomb would like to see every student in North Carolina have an oppor-

The student sat very still as the instructor began to trace the outline of the animal face on her face. Even as the instructor drew a line over her eyelid with an eyebrow pencil, she did not blink, and the outline of a lynx became recognizable.

Then the colors were applied, one by one, light beige tones first, then medium, and finally dark colors using liquid makeup. After each color addition, powder was added and, gradually, the face of a lynx became alive on the student's face.

Other students observing this demonstration of makeup artistry breathed easier when the face was complete. Would the makeup smear under hot lights, they asked?

Each year, the Department of Public Instruction's Division of Languages, the N. C. High School Drama Association, and the Carolina Dramatic Association team up to sponsor drama clinics for teachers and students. For many, it can be the turning point in both instruction and appreciation of drama.

"We see these clinics as an opportunity to help teachers—many of whom have taken on the drama assignment as an extra in addition to their regular teaching load—do a better job involving students," said C. C. Lipscomb, consultant for the Division of Languages.

At the same time, the clinics go a long way toward motivating students. So says Jerrold Scaglione, teacher at White Oak High School in Jacksonville, who, along with his drama club students, attended the Eastern area clinic held at East Carolina University. "One day at a workshop like this," remarked Scaglione,

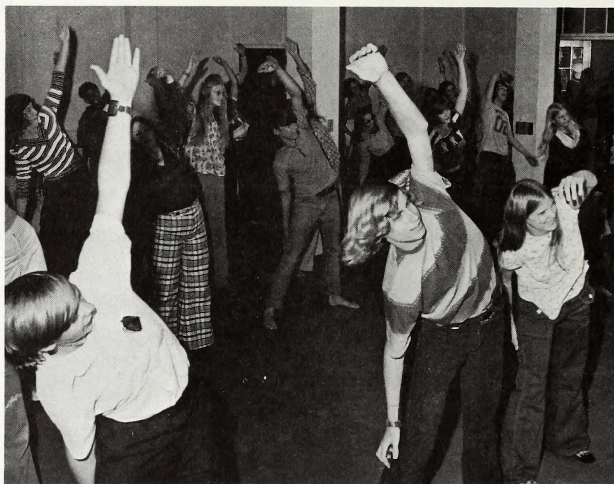


tunity to get involved in a drama production for several reasons. "It aids students in developing self-expression, provides better self-understanding, and offers training in adjusting to new situations," remarked Lipscomb.

Beyond the values of drama to individual students, Lipscomb feels drama helps enrich classroom subjects, broaden the outlook on learning, improve school spirit, increase student-faculty cooperation, and provide an opportunity for individual and group guidance.

An even broader outcome of participation in drama activities, noted Lipscomb, is that "students develop social cooperation as students work with others toward a common goal."

Drama is more than just another elective.



## A LOCAL FESTIVAL

by Collett B Dilworth, Jr.  
Supervisor of English  
Fayetteville City Schools

Speech and drama have recently received a new emphasis in the Fayetteville city junior high schools with the initiation of an annual Fayetteville junior high speech and drama festival. This activity is designed to provide incentive to all language arts teachers and students to get involved in formal speech and drama activities.

The basic idea is for students to strive for certain specific standards rather than to compete against each other. To this end, criteria and awards for five events were developed by local faculty using guidelines similar to those of the North Carolina High School Debating Union. The events for the festival were original oratory, dramatic interpretation, readers theater, choral reading, and one act play.

Interested language arts teachers and students in Fayetteville's four junior highs began work on their selected events in October in order to prepare for qualifying performances. Students in the various language arts classes researched and composed original speeches, developed characterizations for dramatic interpretations, and rehearsed their group

events under the guidance of their teacher-coaches.

At the qualifying performances, the language arts faculties at the junior highs selected those entrants judged "good" or better for participation in the city-wide festival. The performances prepared by the students ranged in nature from the light and humorous to the serious and urgent. "Is amnesty tolerable for the President?" was the title of one eighth grader's original oration, and "The Meaning of Dreams" was the title of a choral reading written and performed by a group of seventh graders. Over 160 students were chosen and participated in the festival.

The festival was held at Alexander Graham Junior High School in three classrooms, the cafeteria, and the auditorium. Alice Arrington, speech and drama teacher at Alexander Graham, planned the logistics so that the three-hour proceedings went smoothly.

Judging the events were high school English and speech teachers from the Fayetteville schools as well as interested, qualified persons from the community. The judges evaluated each performance according to the locally published criteria and gave overall ratings of "good," "excellent," and "superior" to each individ-

ual or group performance. Of the 47 performances, 11 were rated good, 23 were rated excellent, and 12 were rated superior. All students who participated received certificates of merit with their ratings indicated. Those receiving a rating of "superior" will receive a medal during the spring awards day at their schools.

Staff members hope that the initial success of this event will lead to even wider attention to speech and drama in the language arts classes in the crucial middle grades, and that the high school programs will also be enriched as a result. To further encourage this curricular development, a videotaped program is being prepared which will show outstanding performances at the festival and will discuss criteria for excellence. This program will be made available to students and teachers in the junior highs in Fayetteville.

*Editor's Note:* Inquiries, suggestions, and word of similar programs are welcomed by the Fayetteville program. Address correspondence to Collett Dilworth, Supervisor of English, P. O. Box 5326, Fayetteville City Schools, Fayetteville, North Carolina 28303.

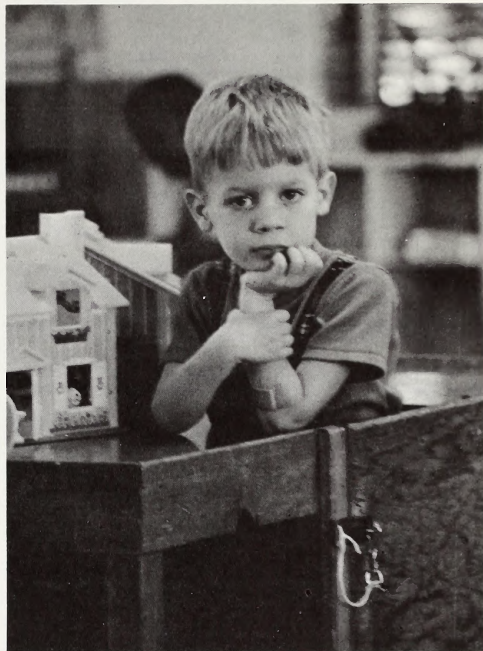


## EXCEPTIONAL CHILDREN SERVICES INCREASE

During 1973-74 North Carolina public schools served 116,661 exceptional children in programs designed to meet their individual needs, according to statistics compiled from principals' year-end reports to the Department of Public Instruction and special local unit reports to the Division for Exceptional Children. "This figure," said Theodore R. Drain, director of the Division for Exceptional Children, "is an increase of 9,666 over the 1972-73 total; however, the number still represents only about 37% of the State's estimated number of school-aged children who are either mentally or physically handicapped, learning disabled, emotionally disturbed, speech and/or hearing impaired, or gifted and talented."

Analysis of the data revealed large increases in numbers of children served in several program areas. In the area of learning disabilities, some 8,065 children were enrolled in special programs in 1973-74, an increase of 37.5% over last year, said Drain. Other areas indicating sizable increases included hospitalized-homebound, growing from 1,954 children in 1972-73 to 3,661 in 1973-74, and gifted and talented, moving from 25,490 to 29,815. Special instructional programs also served 2,159 children with emotional handicaps; 39,015 educable mentally retarded; 208 hearing impaired; 28,748 speech impaired; and 3,676 trainable mentally retarded.

Only two programs showed a decrease in numbers of children served, the crippled and the visually impaired. Only 756 children were in programs for the crippled in 1973-74, a decrease of 139 as compared to 1972-73 enrollment. Services for children with visual handicaps last year were provided to 558 children as opposed to 1,066 the year before. According to Drain, removal of architectural barriers, increased mobility, control of crippling diseases, and more accurate reporting of children needing the services of a special



teacher account for the decreases in these areas.

The total number of teachers of exceptional children funded by federal, state, and local sources was 3,163, an increase of 215 over the 1972-73 school year.

## Working with Exceptional Children in the Regular Classroom

Five North Carolina schools currently are involved in a pilot project to prepare teachers to work with exceptional children in regular class settings. Project ACUMEN, funded by a federal grant, was initiated by the Division for Exceptional Children at the elementary school level this year to promote positive attitudes toward exceptional children and to upgrade teaching competencies so that some mildly handicapped children can remain in regular classrooms.

Schools participating in the initial effort are Brinson Memorial, Craven County; R. L. Vann, Hertford County; Cool Springs, Iredell County; Pleasant Gardens, McDowell County; and North Rowan Primary, Rowan County. Each was chosen on the basis of individual projects explaining the training method to be used to accomplish the task. For some schools, college and university professors are conducting training sessions; in others, master teachers, regional consultants, and visiting specialists are working with teachers on diagnostic and evaluation techniques, adap-

tion of classroom curriculum to the learning styles of exceptional children, and selection of appropriate instructional materials. Often classes are videotaped or recorded for further study. Following each instruction period, teachers are requested to begin using immediately the skills they have learned. Also, teachers involved in the project spend some time working directly with exceptional children in a special class setting.

In addition to the staff development program, target schools will serve next year as visitation sites for demonstration of the methods learned. Another requirement of participating schools which is expected to benefit hundreds of regular class teachers next year is the packaged in-service program which will be available at the conclusion of the project.

An application is being submitted for another federal project which would expand Project ACUMEN next year into the junior high level and, during the third year of the project, into the senior high level.

# 3 THIRD GRADE ASSESSMENT RESULTS

## ASSESSMENT RESULTS

Last spring achievement tests were given to a random sample of 12,500 third grade students. Areas tested included reading, mathematics, language arts, science, social studies, health, and physical education.

### SCIENCE

General performance of North Carolina's third graders on the objective-based test reflected a high level of achievement and understanding of scientific principles. Eight of the 67 items classified as knowledge, comprehension, or application were each answered correctly by at least 85% of North Carolina's youngsters, and many other items gained impressive responses from the sampled pupils. However, some items were achieved at a low level.

Highest achievement was exhibited on knowledge items. Pupils achieved lower on items of comprehension and application. Objectives of life science were achieved at a high level. A lower level of achievement was shown for earth-space science and physical science.

In knowledge of life science, highest achievement was shown on items involving common characteristics of animals (88%), refrigerators prevent food spoilage (87%), oak trees grow from seeds (86%), and human babies come from the bodies of mothers (91%). Ninety-seven percent of the pupils knew that dinosaurs lived long ago and that web-footed animals live near the water. Physical science items that received high percentage correct responses (92% and 90%) involved the areas covered by eggs dropping from different heights and the recognition of items that cling to a magnet.

Little knowledge of the metric system was shown. Just 28% of the pupils knew that the width of a nickel is about two centimeters. Evidence of low achievement also appeared when only 35% of the pupils correctly answered that objects of different weights fall at the same speed. Fewer than one-third of the pupils (30%) knew that candles burn only a short time under an inverted beaker. Only 45% correctly responded that our year would be shorter if it took less time for the earth to go around the sun.

Strong beliefs and attitudes were displayed. Ninety percent of the students indicated the belief men have gone to the moon, and 88% reported the belief that a person will not fall off the earth. Ninety percent of the pupils expressed concern over pollution. Experience of the pupils included planting seeds and owning a pet for 93% and 95% respectively.

A surprisingly high percentage (52%) of the pupils believed that roads cause warts and even more of them (65%) believed that finding a four-leaf clover causes good luck. Preference for reading, music, and art over science was indicated by 81% of the pupils.

### SOCIAL STUDIES

Of the 14,600 third graders randomly selected to participate in the 1973-74 State Assessment of Educational Progress, approxi-

Students were also surveyed for their perceptions of in-school and out-of-school opportunities for expression in the arts. An additional 2,100 students were involved in a simultaneous kindergarten research study.

Results of the third grade assessment in reading, language arts, math, health, physical education, and cultural arts were published in the last issue of *North Carolina Public Schools* (Vol. 39, No. 2, Winter 1975). Results of the assessment in science and social studies, and the kindergarten study have been compiled and highlights prepared by the Department of Public Instruction's Division of Research follow:

mately 2,500 were administered an objective-referenced social studies instrument. In addition, a randomly selected subsample of 450 of these students took a test consisting of two questions administered orally and requiring oral responses. State agency consultants designed these experimental tests to measure student achievement in selected social studies instructional areas and to determine if student response patterns were affected by oral and written test administrations.

North Carolina's third-grade students scored satisfactorily or better on approximately two-thirds of the social studies objectives measured.

Third-graders averaged extremely high scores on items requiring them to

- (1) select several sources for reference in locating specific information;
- (2) identify factors which influence the price or value of goods; and
- (3) pinpoint reasons for having a police force.

Third graders scored above average on items requiring them to

- (1) select survival equipment essential for certain kinds of travel and
- (2) differentiate between professions involving the production of goods and the provision of services.

Third graders scored satisfactorily on items requiring them to

- (1) identify the reference material which would provide a certain type of information;
- (2) distinguish between rural and urban scenes;
- (3) indicate how the physical environment might affect various modes of travel;
- (4) select the type of community that would probably develop under certain geographic conditions;
- (5) indicate several possible repercussions caused by severing all roads and railroads between urban and rural communities;
- (6) select the law which probably would be the most inappropriate for a culture other than that of the United States;
- (7) determine the effects of economic change upon a growing community;
- (8) identify illustrations showing a person either consuming or producing a product or both;



- (9) decide whether a specified task was a required function of the United States Government;
- (10) display knowledge of taxes and tax functions;
- (11) identify the President of the United States and the Governor of North Carolina;
- (12) identify the method by which the office of Governor of North Carolina is filled; and
- (13) select the best method which two disagreeing governments could utilize to resolve an international crisis.

Third-grade students scored marginally on items requiring them to

- (1) select the sequence of major holidays and the sequence of major inventions;
- (2) locate a continent or ocean on a world map and decide which continent is both above and below the equator;
- (3) indicate the types of dwellings appropriate for different climates and types of geographic areas suitable for certain purposes; and
- (4) determine the type of material which could be shipped from an urban community.

Third graders scored unsatisfactorily on items requiring them to

- (1) identify the sequence of events in the manufacture of a product;
- (2) decide directions as each relates to North and decide the combination of two directions which would produce a desired travel route;
- (3) indicate the area on a world map which represents the United States and the area which represents North Carolina;
- (4) differentiate between inherited and environmental influences on human physiological and attitudinal traits; and
- (5) select the sequence of events in the election of public officials.

Regional differences were slight. However, students from the Mountain region of North Carolina performed best, followed closely by the Piedmont students and then the students from the Coastal Plains.

In determining educational status, we must examine student performance in conjunction with environmental factors. Of the significant factors associated with educational opportunity and achievement, parental educational level and family income are important. Across all objectives tested, we see the results. In families where at least one parent had some education beyond high school, the achievement scores are high. Achievement is lowest among students who come from homes where neither parent reached the eighth grade. A similar pattern exists for family income—high incomes are associated with high achievement and low incomes with low achievement.

Tentative assessment findings for the social studies instrument which was administered orally were as follows:

- (1) North Carolina's students believe that conflicts are best resolved by a third party;
- (2) in conjunction, they believe that the major function of laws should be to punish wrongdoers and protect citizens;
- (3) their responses to the oral items would indicate that without formal training in cognitive moral development, they tend to respond to social conflicts as theorized by Kohlberg; and
- (4) results from the written and oral tests indicate that our third graders do not respond differently on these two types of tests.

The information gathered from this assessment will aid local and state social studies personnel in making accurate decisions regarding improvement in our social studies curriculum. In fact, the Division of Social Studies is already in the process of making additions to their teaching and curriculum guides which should prove beneficial to teachers in their attempt to improve student performance in social studies.

## KINDERGARTEN STUDY

The purpose of the research study was to examine two specific educational questions:

1. Whether or not state-supported kindergarten-experienced students perform differentially from nonkindergarten-experienced students on certain student measures.
2. Whether or not classroom openness has an effect on certain student measures.

The population utilized for purposes of the study was that of the entire third-grade populations in the 18 schools which housed the 1970-71 pilot kindergarten centers (the kindergarteners from that school year having presumably attained the third grade by the beginning of the 1973-74 school year). The results of the study are not, therefore, representative of the state.

All third-grade students within the 18 schools were administered three standardized tests:

1. The Iowa Tests of Basic Skills.
2. The Cognitive Abilities Test.
3. The Self Observation Scales.

The first test is an achievement battery, from which eight subtests were used for study purposes. The second is a test of mental ability, and produces an intelligence quotient. The third is a self-concept instrument which measures five dimensions of that construct and produces a score for each. The total number of dependent student variables considered was, therefore, fourteen.

The index of classroom openness was an observation scale. Consultants were contracted and trained in the use of the instrument, and all 96 third-grade classes were observed twice by consultants at different times. The two observer ratings were then averaged for each class.

The analyses pertaining to the second question—that of classroom openness—are incomplete, and no results pertaining to students will be presented in this report. So far as the classes themselves were concerned, 32 of the 96 were "traditional"—obtained a low average score on the observations; 20 were "open"—obtained a high average score on the observations; and the remaining 44 were evenly distributed between less open and more open, in terms of average score.

After the state-supported kindergarten-experienced third graders and the students without kindergarten experience of any kind had been identified, a series of analyses of variance was performed to determine if differences existed between those two groups in terms of the 14 dependent variables mentioned above. This was accomplished across the total population and by each of 16 of the 18 schools. Repeaters and handicapped students were deleted from analyses. No control was utilized on other pupil characteristics.

So far as the total population was concerned, differences between the two groups were nonsignificant on the following variables:

1. Iowa Tests of Basic Skills:
  - A. Spelling;
  - B. Capitalization;
  - C. Usage;
  - D. Mathematics Problems; and
  - E. Mathematics Concepts;
2. Self Observation Scales:
  - A. Self Acceptance;
  - B. School Affiliation; and
  - C. Self-Security.

The state-supported kindergarten-experienced third-grade students obtained significantly higher mean scores than did the students without kindergarten experience on the following variables:

1. Iowa Tests of Basic Skills:
  - A. Vocabulary;
  - B. Reading Comprehension; and
  - C. Punctuation;
2. Intelligence quotient (mental ability) as measured by The Cognitive Abilities Test; and the
3. Social Maturity dimension of The Self Observation Scales.

The third-grade students without kindergarten experience obtained a significantly higher mean score than those with state-supported kindergarten experience on one variable—the Achievement Motivation dimension of The Self Observation Scales.

# items

## SCHOOL LUNCH HELPS MEET INFLATION CRUNCH

Offering reduced price school meals to eligible children is one way school food service people are helping large numbers of moderate income families meet the inflation crunch.

Although school units in many states have not offered the option of reduced price school meals, all but 16 school units in North Carolina are participating in the program, according to State School Food Service Director Ralph Eaton.

A reduced price school lunch costs the student no more than 20¢, a daily saving of 30¢ to 40¢ per child. This adds up to a weekly saving of \$1.50 to \$2.00 per child.

For a family of four with two school-age children, living on an annual income of \$5,641 to \$7,900, the saving for the school year could range from \$108 to \$144. The savings is, of course, dependent upon the local prices charged for lunch, Eaton added.

Even at the regular lunch price, school lunches are a bargain, costing children 60¢ or less for a well balanced, nutritious hot meal. Every school cafeteria in North Carolina serves a "Type A" lunch daily. A "Type A" meal consists of a minimum of one-half pint whole milk; two ounces lean meat, poultry, fish, or meat substitute; three-fourths cup serving of two or more fruits or vegetables; one slice whole grain enriched bread; and one teaspoon butter or fortified margarine.

According to Eaton, all school lunches are subsidized 11.75¢ per lunch with federal funds. Also, each school is guaranteed value-donated foods of at least 10¢ per lunch or cash in lieu of donated foods, thereby making each "Type A" lunch being subsidized 21.75¢ per meal. In addition, free and reduced price lunches receive higher subsidies.

The "opportunity" to participate in the reduced price lunch program is not a matter of pride, Eaton emphasized, nor is it a matter of charity. It is an opportunity to purchase nutritious school lunches at lower prices. Families can then use lunch savings for other necessary items.

## SEEKING SAFETY IN ALL SPORTS

Nearly 54 percent of students participating in football are injured some time during the season to the extent that either their practice season must be altered or they are unable to play for one or more days. And that's just one sport.

In 1973, the North Carolina General Assembly funded the sports medicine program, and North Carolina became the first state in the nation to officially recognize the problems of sports related injuries. Today, North Carolina is still the only state with a statewide program to reduce injuries and prevent fatalities among sports participants in the public schools.

Nearly 120 fully qualified teacher athletic trainers have been trained to help high schools implement comprehensive sports medicine programs during the past two years, according to Al Proctor, director of the Department of Public Instruction's Division of Sports Medicine. The teacher athletic trainer idea, said Proctor, grew out of the realization that while the number of doctors and ambulance services would not increase for public school athletic programs, persons within the schools could be trained to provide emergency treatment and/or first aid for injuries on a day-to-day basis.

"Teacher athletic trainers cannot be successful," remarked Proctor, "without the involvement of physicians, allied health personnel such as school nurses, physical therapists, ambulance technicians, and coaches, teachers, students, and parents interested in scholastic sports activities."

Among the significant features of the sports medicine program are the assignment of game or team physicians for all home football games and the administration of comprehensive medical examinations and re-examinations after injuries for all students participating in interscholastic athletic programs. Other diversified health services are coordinated through various government agencies and community-based organizations, explained Proctor.

An extensive public education program has been achieved, noted Proctor, largely through the news media, using public service television announcements, radio-weather news broadcasts, and news releases.

For example, the U. S. Weather Bureau stations in the state have been urged to provide pertinent information to local radio stations regarding the relative humidity and heat factors and what their effects would be during preseason football practice sessions, Proctor said. Trainers and coaches were given guidelines to follow in regard to adjusting their practice schedules in an effort to combat heat illnesses.

During 1974, the Department of Health, Education, and Welfare awarded North Carolina's sports medicine program a \$34,000 grant for the development and implementation of a television-assisted course of instruction for prospective public school teacher athletic trainers. The course consists of 48 hours of instruction, one-third of which is telecast via educational television, with the other two-thirds devoted to classroom and laboratory instruction, Proctor explained.

The course outlines basic concepts of anatomy, concentrating on those parts of the body most frequently involved in sports injuries. General treatment and rehabilitation procedures for specific injuries are also detailed.



## SCHOOL BUS DATA RELEASED

Like everything else, the cost of transporting children to school has increased. Figures recently released by the Division of Transportation of the State education agency show that North Carolina taxpayers spent \$43.21 on each child transported to school during the 1973-74 school year. That's \$7.92 more to transport each child than was spent during the 1972-73 school year.

Of the children who attended school in 1973-74, 69.2% rode the bus, over 5% more than last year. The total number of students transported increased from 702,957 during 1972-73 to 706,560 during 1973-74.

The average school bus carried 65 pupils per day, as compared with 66 last year and 67 the two years before. It made 1.6 trips per day, traveling an average of 42.4 miles each day. Each bus traveled two miles more each day during the 1973-74 school year than it did during the previous year, representing a total annual mileage increase of over 7,865,000 miles.

There were 10,813 buses operated during 1973-74, over 200 more than the year before. These buses made a total of 17,741 bus trips each school day.

The total cost of transporting North Carolina's school children during 1973-74 was \$31,886,806.29, including contract transportation and replacement buses, over \$5.7 million more than the year before. Of that figure, \$1,357,296.36 was used for transporting the 19,598 pupils who rode to school on buses contracted by the school systems. On the average, each school bus cost the State \$2,823.41 to operate during the 1973-74 school year.

## VISIT THE HEALTH EDUCATION DEMONSTRATION CENTERS

Four Centers have been established by the Department of Public Instruction through a grant from the N. C. Drug Authority. The Centers are designed to demonstrate the value of a planned, comprehensive school health education program in preventing drug abuse, according to Robert Frye, coordinator for the drug training project for the Department.

The Centers are involved in health education programs, health curriculum development (emphasizing decision making, valuing, alternatives to drugs, problem solving, self-understanding, and interpersonal relationships, in addition to health information), teacher in-service, use of community resources, reviewing and evaluating instructional materials, encouraging maximum student and community involvement, organizing a school health council, and program evaluation.

Please contact the local coordinator to make an appointment to visit the Center on the designated visitation dates.

Warren County: Lois Williams, Health Coordinator, P. O. Box 110, Warrenton, 27589. (919) 257-2217

Jackson County: Joseph Hicks, Health Coordinator, P. O. Box 277, Sylva, 28779. (704) 568-5111

Alamance: Mary Duncan, Health Coordinator, 609 Ray Street, Graham, 27253. (919) 226-8465.

Greenville: Barry Humphreys, Health Coordinator, P. O. Box 1009, Greenville, 27834. (919) 752-4192.

## CONFERENCE ON EDUCATION FOR TOMORROW

More than 500 design professionals, lay education leaders, and professional educators will attend the State Superintendent's Conference on Education for Tomorrow, which is scheduled for March 26-27 at the Benton Convention Center in Winston-Salem. The purpose of the conference is to provide a forum for communication among these groups as they cooperatively plan for financing, organizing, and housing the instructional program in North Carolina for the future.

Speakers and seminar leaders include: W. Willard Wirtz, President of the Manpower Institute, Washington, and former U. S. Secretary of Labor; Rosemary Armington, headmistress of the Infant School, Leicestershire, England; David Armington, teacher, principal, and specialist in open education; Mario Fantini, specialist in alternative education and Dean of Faculty of Education, State University College, New Paltz, New York; Fenwick W. English, specialist in differentiated staffing and superintendent of Hastings Public Schools, Hastings-on-Hudson, New York; Jack Frymier, author, publisher, and Professor of Education, Ohio State University; and Duane J. Mattheis, Executive Deputy Commissioner U. S. Deputy Commissioner of Education.

Seminars include "Open Education in a New Facility," "Open Education in an Old Facility," and "Staff Differentiation in North Carolina." Participants will also have an opportunity to discuss two schools whose restructured programs have melded with new facilities: Pinebrook Elementary School (Davie County) and Freedom High School (Burke County).

## STUDENT SCIENTISTS ENTER CONTEST

What do the hydronic signals of fish, memory training of pill bugs, and biodegradability of detergents have in common? They are the kinds of experiments and research projects conducted by individual students and math and science clubs belonging to the North Carolina Student Academy of Science (NCSAS).

Charter NCSAS clubs will again submit projects for State-wide competition at the 2nd Annual NCSAS Meeting on April 4-5, at Duke University in Durham. Project awards are sponsored in two categories—individual research and club projects. Awards will be presented in the following areas: biological, earth and space, environmental, behavioral, and physical sciences. Project winners selected in seven NCSAS district competitions will be eligible for State-level competition.

NCSAS, co-sponsored by the North Carolina Academy of Science and the North Carolina State Museum of Natural History, promotes the activities of science and math clubs in grades 7-12. Currently there are some 3,500 members in 85 chapters across the State.

For more information about NCSAS contact: Donna Hobby, N. C. Student Academy of Science, P. O. Box 27647, Raleigh, N. C. 27611.

# HERITAGE WEEK

The Fifth Annual North Carolina Heritage Week will be observed April 20-26 with the State's First Lady, Pat Holshouser, presiding as chairman. Sponsored by the Cultural Arts Division of the State Department of Public Instruction, the event will honor North Carolina's historical and cultural heritage through a wide variety of activities.

All schools and colleges within the State are encouraged to cooperate in the project by giving special emphasis to the study of North Carolina and its culture. Business and industries throughout the State will offer special promotions of North Carolina products, display arts and crafts in shop windows, and sponsor cultural events. Several community festivals have already been scheduled and a number of exhibitions are planned to include North Carolina music, art, crafts, dance, and drama.

The Cultural Arts Division further reports that week-day concerts on Capitol Square in Raleigh, which have been part of the previous years most popular events, will be held again. Vocalists and instrumental groups from schools, colleges, and universities will provide outdoor lunchtime concerts.





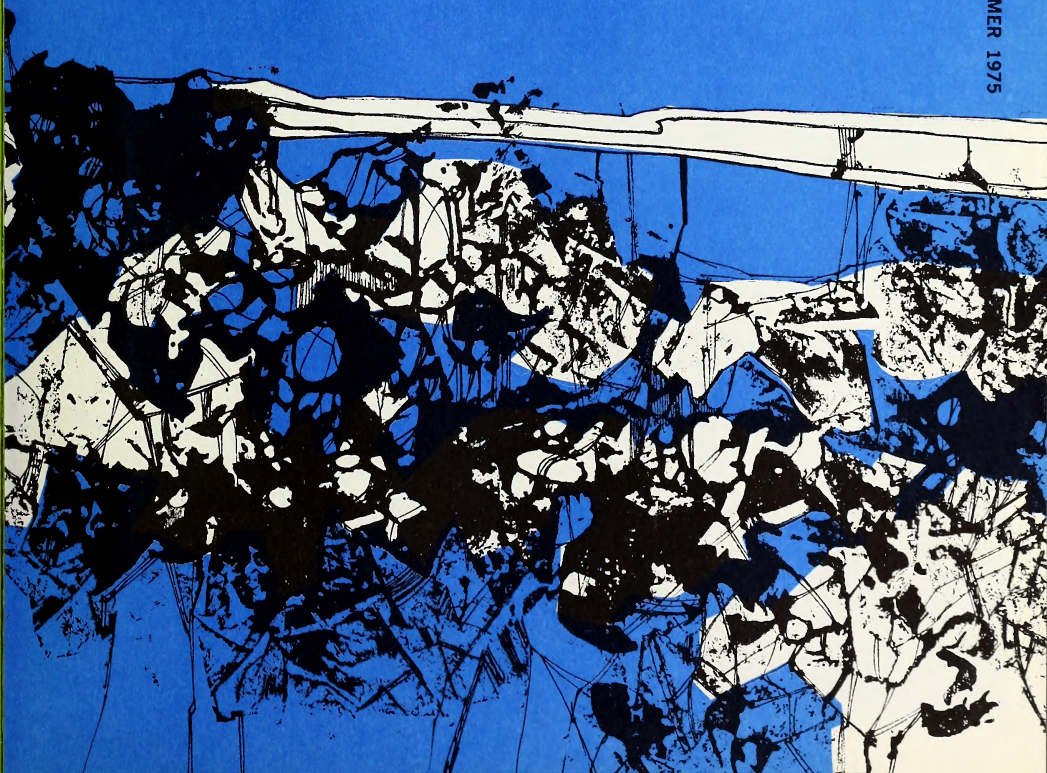
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## COVER

The earth and all that's in it—and how it works. The word is that students across the State are enthusiastic about science as never before. Part of the impetus may be due to the nationwide ecological movement during the past few years and the energy crisis, but part of it must also be the interest drawn by well-coordinated K-12 science curriculums. The one in Alamance County is an example. See story beginning on page 12.

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# NORTH CAROLINA PUBLIC SCHOOLS

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## YOUR COPIES OF

### *NORTH CAROLINA PUBLIC SCHOOLS*

The number of copies each school receives is based on 75 percent of that school's teachers. It is hoped that the magazine will be placed in teachers' lounges or other central locations so that interested staff members may pick up their copies.



# TENTATIVE TEXTBOOK ADOPTION SCHEDULE

ELEMENTARY				
Selections, 1973-74 Introduction, 1974-75	Selections, 1974-75 Introduction, 1975-76	Selections, 1975-76 Introduction, 1976-77	Selections, 1976-77 Introduction, 1977-78	Selections, 1977-78 Introduction, 1978-79
<b>Social Studies</b> Grade 7 African-Asian Culture (1971-74+2)	<b>Reading</b> Grades 1-8 (1970-75+2)  <b>Science</b> Science, 1-6 (1970-75+2) Grade 7 Life Science (1970-75+2) Grade 8 Earth Science (1969-74+2)  <b>Cultural Arts</b> Grades 1-8 (1970-75+2)	<b>Arithmetic</b> Tea.Ed., Gr.1 Grades 2-8 (1971-76+2)  <b>Industrial Arts</b> Grades 7-8 General Shop (1971-76+2)	<b>Language</b> Grades 1-8 (1972-77+2)  <b>Home Economics</b> Grades 7-8 Gen. Homemaking (1972-77+2)  <b>Handwriting</b> Grades 1-6 (1972-77+2)  <b>N. C. History</b> Grades 8-9 (1972-77+2)	<b>Social Studies</b> Grades 1-6 History Geography (1973-78+2) Grades 8-9 U.S. History (1973-78+2) Grade 7 African-Asian Culture (1974-78+2) Grades 8-9 U.S. History (1973-78+2)  <b>Health</b> Grades 4-8 (1973-78+2)  <b>Spelling</b> Grades 2-8 (1973-78+2)
HIGH SCHOOL				
Selections, 1973-74 Introduction, 1974-75	Selections, 1974-75 Introduction, 1975-76	Selections, 1975-76 Introduction, 1976-77	Selections, 1976-77 Introduction, 1977-78	Selections, 1977-78 Introduction, 1978-79
<b>Music Survey</b> Grades 9-12 (1974-75+2)  <b>Visual Arts</b> Grades 9-12 (1974-79+2)	<b>English</b> Grammar and Composition (1970-75+2)  <b>Science</b> Physical Sc. Biology Chemistry Physics (1970-75+2)  <b>Home Economics</b> (1970-75+2)	<b>Mathematics</b> Fundamental Math. Algebra I and II Geometry (Unif.) Adv. Mathematics (1971-76+2)  <b>Mod. Foreign Lang.</b> French, Lev. 1,2,3,4 Spanish, Lev. 1,2,3,4 German All levels (1971-76+2)  <b>Occup. Ed.</b> Additional texts in agriculture	<b>Business Ed.</b> Basic Business Business Math. Typewriting: Occupational Non-Occupational Shorthand 11-12 Bookkeeping Recordkeeping Bus. Economics Business Law Bus. Communications Bus. Organization & Management Business Machines Office Practice & Office Occupations Introduction to Data Processing Key punch Computer Programming (1972-77+2)  <b>Industrial Arts</b> General Ind. Arts Drafting & Design Manufacturing Construction Power (1972-77+2)  <b>Occupational Ed.</b> Trades & Industry (42 titles) Agriculture (37 titles) Distributive Ed. (31 titles) Health Occupations (3 titles) (1972-77+2)  <b>Social Studies</b> U.S. in Today's World (61 titles) World Cultures (108 titles) (1972-77+2)  <b>Consumer Math.</b> Grades 9-12 (1971-77+2)	<b>Health</b> Grade 9 (1973-78+2)  <b>Latin</b> Lev. 1,2,3 (1973-78+2)  <b>Literature</b> Anthologies (6 series, 44 titles) Short Course (67 titles) Special Interest Reading (17 titles) Journalism in the Mass Media (4 titles) Mythology (1 title) World Literature (9 titles) Biblical Lit. (1 title) Individualized Studies in Lit. (91 titles) Sports (1 title) Dramatics and Speech (2 titles) (1973-78+2)

\*Term of contract  
plus option of 2  
years extension.

(Note: The number of titles after some subject areas refer to what is presently offered. This may not be the format in future  
adoptions.)

# don't let us forget

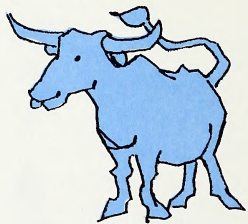
North Carolina folklore and traditions are going to be preserved, thanks to a lot of North Carolina elementary and high school students. In activities similar to the Foxfire experiment which began in Rabun Gap, Georgia in 1966, North Carolina students are visiting old timers in their communities and writing down the ghost stories, recipes, home remedies, superstitions, and legends that they share with the young people. The students then polish the articles and prepare them and drawings and photographs for publication.

Homespun is such a magazine published four times a year by students from all 16 elementary schools in the Davidson county system. The magazine got its start in 1972 under the direction of teachers Richard Lane and Betty Sowers. In the fall of 1973 contributors were expanded and 3,000 copies were printed. According to Betty Sowers, the age level of the contributors made Homespun the first of its kind in the nation by Library of Congress standards. The articles, she said, are printed just as



the children write them. "Unlike reading many books written by adults for children, these young students understand each other and what they are reading," she added.

Pitch 'n Tar, is an example of the high school effort at preserving folklore and traditions. Published by students at Lakewood High School in Sampson County, Pitch 'n Tar is in its second year. Students are enthusiastic about the project, according to Matilda West, sponsor for the publication.



Excerpts from *Homespun*,  
Vol. II, No. 2, December 1974

## MEMORIES OF THE FAMILY COW

"It was always my job to care for the cows. We never had a pasture, so we had to stake the cows. We had a cow named Ned. One day she got her horn caught on something and broke it. We had our grandpa to come down and doctor on her. He put salt and soot on it and tied a rag around it. The cow looked so scary until we began calling her 'scare head' from then on.

We had a cow named Rose and one named Bess. Old Rose was always hard-headed and would run out the door if you didn't watch. I remember her getting out one morning and going over to my uncle's house about a mile away. I had to run after her.

When I got her back in the stable, I gave her a good whipping with a brush. Then she wouldn't give down her milk.

I remember when I was small we had a cow named Dolly. I would go to the barn with my mother to milk. She would squirt milk in my mouth. Also the cat would go along to the barn and mother would squirt milk in the cat's mouth." (MILDRED MILLER, as told to her granddaughter, Robin Faulkner, Southmont School, Grade 5.)

## HOW TO MAKE BUTTER

There was a time years ago when almost every farm family kept at least one milk cow. The cow had to be milked twice a day, in the morning and in the evening, and the milk strained into

clean pottery crocks. A cedar post with limbs cut back to about one foot and planted in the back yard was a familiar sight on most farms. The crocks were carefully washed and scalded and hung on the cedar posts to sun and air. Milk was left in the crocks overnight for the cream to rise to the top, then it was skimmed off and allowed to sour. When you added enough sour cream, it was poured into a churn with a hole in the top of the lid for the handle of the wooden dasher to go through. You worked the dasher up and down by hand until the butter formed on top of the milk. Then you dipped the butter out into a bowl and washed it in cold water and lightly salted it. Then it was pressed into a wooden mold that held either a half pound or one pound. That made it into cakes with whatever design on top that was in the mold.

(Garnett Cook, Denton School)



## HOW TO MAKE COTTAGE CHEESE

First you get whole fresh milk right from the cow, not homogenized or pasteurized. Let the milk clabber, then heat until warm. Next pour into a cheese cloth bag. Hang the bag on the clothesline and let all the water drip out of the bag. Then take and mix with a small amount of cream and a pinch of salt. Put in the refrigerator and it's ready to eat.

(Craig Parks,  
David-Townsend School)

## SPECIAL CURE FOR WINTERTIME ILLS

**SORE THROAT:** Gargle with hot salt water. (Mike Boyd, Reeds School)

For a sore throat, mop it out with kerosene. (Vickie Parrish, Denton School)

Take a chicken feather and strip all the feathers off except for about an inch at the tip end. Dip the end of the feather in

turpentine and coat the inside of the throat. (Corky Sink, Reeds School)

**PNEUMONIA:** Put hot onions in a plaster and place on the chest. (Mike Boyd, Reeds School)

Put mustard and onions in a red wool cloth and put on the chest. (Martie Hartley, Reeds School)

**COLDS:** Roast onions in the ashes in the fireplace. (Ham Helmsstetler, Reeds School)

Roast onions and put brown sugar on them and eat. (Tammy Sweatt, Arcadia School)

Stew out possum grease; give a tablespoonful to someone with a cold. (Janet McDowell, CDJHS)

**FEVER REDUCERS:** Take an onion, chop it up or beat it up real fine, put it in a nice thick piece of cloth for a bandage. Soak it in salt and vinegar, then place the bandage on the person's foot. This draws the fever from the head to the feet. (Jeanie Myers, Wallburg School)

People used to rub a collar leaf in their hand until it was soft and put it on a person's

forehead to calm their fever. (Bill Gobey, Denton School)

**COUGHS:** Pass the victim under a horse's belly three times. (Mike Boyd, Reeds School)

Mix brown sugar and just a few drops of kerosene. (Lexa Owens, Reeds School)

Gather three handfuls of heart leaves out of the woods. Put in a pot, boil with a little bit of water for a little while. When this is done take the leaves out. Then put the same amount of sugar as you did water. This process will make a syrup for a cough. (Colleen Hughes, Denton School)

Granny Brumit's Cough Syrup: Scrub scaly bark hickory and break into 3-inch pieces. Boil and strain. Add one cup brown sugar, 10-12 sticks horehound candy, a pinch of ginger, and cook until it makes a syrup. (Becky Roberts, Denton School)

**EARACHE:** Find a beddy bug in a rotten log. Pull off its head and get a drop of blood. Drop it in the ear. (Joyce Sanders, Denton School)

## OLD TIME FOLK BELIEFS ABOUT COWS

When cows gather together in the pasture, it is a sign of rain.

If a cow lies down before eight o'clock, look for rain before ten.

It is a sign of rain if the cow refuses to go to pasture.

Look for rain if a cow tries to scratch her ear or thump her ribs with her tail.

If the cows come up in the middle of the day, you can expect a severe storm.

If you drink cow's milk, you can see the wind.

If cows low at night, witches are in the barn.

It is bad luck to milk a cow on her left side.

Kill a frog and your cow will either go dry or give bloody milk.

The first time a cow is milked, pour the milk on her back and she will always give a lot of milk.

If you see a cow rolling in the dust, you will hear of a death soon.

If a cow bawls after dark, someone will die.

Thunder will turn milk sour.

If milk or cream sours sooner than usual, look for rain.

If you have a hard time getting the butter to come, get an ugly person to look in the cream crock.

If the cows wander off and you can't find them, ask a granddaddy spider which way they went, touch his back, and he will point in the direction.

If a cow has a small tail, she is a good milking cow. (Belinda Lackey, Welcome School)

### A Cow Joke:

Question: "What would you do if a cow came running after you? Do you give up?"

Answer: "Mooove!" (Shelly Burkhart, Davis-Townsend School)

### A Cow Riddle:

"What has four stiff-standards, four hang downers, two lookers, two hookers, and one switch about?"  
"A cow."  
(Teresa Sides, Welcome School)

## SOAPMAKING

Tony Denning and Richard Spell,  
Lakewood High School

In our tradition of bringing our readers "clean" articles, our staff members took to the "country" one afternoon for a soapmaking demonstration. There to greet us was Mr. Richard Bryant, an enthusiastic gentleman who had made what he deemed to be the necessary preparation for the afternoon's ordeal. To those who are not familiar with the process of soapmaking, the "necessities" may seem a little strange, but it is important to note that the "old timers" who make soap believe its the best thing for cleaning clothes one can ever find. "The best time for you to make soap," related Mr. Bryant, "is right on the full of the moon. Then it won't shrink." We have found that most soapmakers rely on the moon in determining the time most suitable for the process. Surprisingly, many Sampsonians continue to make their own soap in the "ol' black iron pot." Here's how they do it:

### Preparation:

1. Large black iron wash pot
2. Wood (usually oak since it smokes less)
3. Water (one bucket full)
4. Stirring stick (some soapmakers use pine to give soap a fresher smell)
5. Lye (one box)
6. Few drops of spirits of turpentine
7. Six pounds of grease per box of lye (usually the grease from pig fat)
8. Rosin (this is the dried turpentine from pine tree)

### Process:

1. Put one peck bucket of water in pot. Build fire under and around pot and bring water to a boil.
2. When water is boiling, put 6 pounds of grease (pig fat) in, along with one box of lye. (Don't make fire too hot or

ingredients will boil over pot).

3. Add two or three handfuls of crushed rosin and a few drops of turpentine.
4. Stir all ingredients well.
5. Bring ingredients to a boil. Stir often.
6. After ingredients have boiled about 15 minutes begin to test for consistency. (Testing is done by dipping the stirring stick into mixture and letting mixture drip from stick into pan.) After mixture

has cooled in the pan, use finger to mash mixture and see if soap is hardening.

7. When soap has cooked enough, as will be indicated by mixture in the pan, then slowly let fire burn out.
8. Leave soap in pot overnight to harden. (Some people dip the hot liquid soap into molds for hardening process.)
9. When soap is hardened, cut into size pieces desired.
10. Soap is now ready for wash day.





# Hunt 'Em Down

There's no shortage of the pesky little things. Someone is just hiding them. At least that's what the Department of the Treasury says about 30 billion pennies that are not in circulation. And it's taking 35 million new pennies every day just to keep up with demand.

Mary Brooks, Director of the Mint, says that the government can continue minting more and more coins to replace those forgotten ones in dresser drawers, shoe boxes, cookie jars, and wishing wells, but she points out that it takes extra energy and precious natural resources. All of which costs everyone.

Here are some suggestions for putting young Detectives from the Missing Pennies Bureau on the trail:

- have a Penny Fair, with participation in all games and booths paid for with pennies only.
- make a mile of contributed pennies for some project or piece of equipment the school needs.
- suggest that children start savings accounts with pennies.

Remember the goal is to get pennies that are not in circulation. The Treasury is after those 30 billion lying around not working.



## SO — WHAT HAPPENED TO YOU?

We were watching a movie in class,  
 'The Doll's House,' by Henrik Ibsen;  
 It was one I hadn't seen.)  
 All of a sudden — — — there was *Frannie Sternhagen*,  
 Right up there on the screen!  
 I shouted, "Look! There!  
 It's Frannie Sternhagen!"  
 "WHAT?" they cried, "Where?"

WHO?"

Who is Frannie Stern . . . WHO?"  
 She's Nora, the lead. Up *there*!  
 On the screen. She's a girl I knew  
 'I'll tell you when the movie's through."

Well, after Nora slammed that famous door,  
 And it said, "The End,"  
 And the lights were on once more,  
 I said, proudly,  
 'Frannie Sternhagen was my friend.  
 We went to the second, third, and fourth grades  
 At the same school —  
 Me and Frannie Sternhagen.  
 I used to go to her house,  
 For her birthday party, as a rule,  
 And eat creamed chicken and peas and rice,  
 And ice cream and cake. What's more —"  
 (I hated to be a Name Dropper, BUT) —  
 'Sometimes, Frannie Sternhagen —  
 (More than just one or twice) —  
 'Invited me and Ally Bean, who lived next door,

Over for lunch. And wow,  
 Look at Frannie Sternhagen NOW!  
 'Making educational films;  
 And that's just the beginning.  
 She's been in a bunch of New York plays,"  
 (I read that in the Alumni Review),  
 "And — by the way —  
 She won a Tony Award, too.  
 Besides *that*, she's been on T.V.  
 'Looks like there's absolutely *no* stopping  
 My friend, the celebrity,  
 Frannie Sternhagen."  
 There was this l o n g p a u s e .

Finally, somebody said to me,  
 "So — — — what happened to *YOU*?"  
 (And that's what I get for name-dropping!)

What happened to *me*?  
 Well, for what I do, I *don't* get applause.  
 I won't get my name up in lights. That's true.  
 And my students don't think much of what happened to me —  
 (Being a school teacher is sort of low-key.)  
 But . . . honestly . . .  
 I think what happened to me is pretty all right, too.  
 I really do.

*Ellen Turlington Johnson, Teacher  
 North Mecklenburg High School  
 Reprinted by permission  
 from So What Happened to You?  
 Durham, Moore Publishing Company, 1974.*



*The Next  
Best Thing  
To  
Knowing  
Something*

*Brenda Dail, Information  
Specialist, Research and  
Information Center*

Did you know that the Department of Public Instruction has a free information center especially for educators in North Carolina? That teachers, principals, counselors, superintendents, supervisors, and others in the local school systems have a place to go for information? If you knew this, you've probably used the Research & Information Center, and if you didn't, this may be a place you'd like to learn about. This information center is located on the fifth floor of the Education Building in Raleigh, and YOU are the reason it exists.

The Research & Information Center is a service facet of the Department of Public Instruction and disseminates information to North Carolina educators upon request. For example, if you're considering new grading techniques, dreaming about mini-courses, or wishing you knew how to "open" your classroom or school, the Research & Information Center can help. With its store of educational journals, pamphlets, books, the ERIC collection, and the Curriculum Materials Clearinghouse, you can always be aware of the latest in

education.

What you ask for is what you get. Your need may be as practical as how to maintain discipline in the classroom, or it may be research-oriented—the RIC is a total information center. The ERIC collection is our most comprehensive store of information since it is a data bank of information exclusively for educators. What the ERIC system doesn't have in curriculum guides and teaching plans is made up for by our latest information addition—the Curriculum Materials Clearinghouse (CMC). Educators across the country have contributed their most successful teaching guidelines in various subject areas and grade levels to be shared with you. Both ERIC and CMC are on microfiche, small film cards which must be read with a reader. Since microfiche are not as expensive as paper, we can provide you with up to 20 per month. This is in addition to annotated bibliographies, journal articles, often names of contact persons for you—what you get is what you ask for: a package of information "customized" to your special needs.

You may call, visit, or complete an Information Request Sheet. When requesting information,

always be as specific as possible, so that the material located for you will be relevant. The only requests we cannot service are those from students; we do not have suitable materials to send to those in elementary and secondary school, or those who are undergraduate or graduate students. Our services are extended only to professional educators.

The next time you need information, remember us . . . the next best thing to knowing something, is knowing about the RIC! For more information, call or write the Research and Information Center, Department of Public Instruction, Rm. 581, Education Building, Raleigh, North Carolina 27611, (919) 829-7904.

#### **ERIC: USEFUL INFORMATION FOR EDUCATORS**

What you have been hearing about ERIC in North Carolina is true: you can obtain a free copy of any of nearly 100,000 educational documents by just making a phone call or writing a letter. Whatever the area of education you are concerned with—whatever age group you work with—ERIC has information for you. Fast and at no expense! Reports of innovative programs, confer-



# is knowing where to find it!

ence proceedings, curriculum-related materials, and reports of significant educational research are all available in the ERIC system.

ERIC means "Educational Resources Information Center." This is a comprehensive information system with eighteen clearinghouses throughout the Nation, each specializing in a different area. Each month these clearinghouses contribute 1000 new documents to central ERIC. All the ERIC documents are printed on microfiche, a small card holding up to 98 pages of micro images. Once you have your hands on an ERIC microfiche you have the secret to its compact storage, easy retrieval, and cheap delivery. Such microfiche are so inexpensive they can be supplied to North Carolina educators within a reasonable number at no cost. Once you obtain a film copy of the microfiche, it is yours to keep or discard. A shoe box is the ideal container for microfiche if you want to build up your own professional collection.

How do you read the microfiche? Most public school systems, college and university libraries, and community colleges own a microfiche reader (a ma-

chine which magnifies the micro images on the card to readable size). These readers can be purchased at any company which sells educational equipment. The prices start at \$90 for a small portable desk model. Larger and more expensive microfiche readers are also available which also read microfilm and make paper copies of the pages.

Once you have become familiar with how easy microfiche is to use, the next step is finding the information you need. That's where the indexes come in. ERIC has indexes going back to its beginning in November of 1966. *Research in Education* is the name of the major ERIC index.

(You will soon be calling this index "R. I. E." like the rest of us.) These indexes are available for subscription for \$38.00 a year from the U. S. Government Printing Office. They come out monthly and annually. Each monthly index has four parts—a subject index, document resume index, author index, and institution index. The key to getting to the documents you want is the "ED number." One thing may stump you in using ERIC indexes: how do you know which words to use as you look up a specific topic? There is a special publication

which gives the official subject headings used by the system. It is the ERIC thesaurus, titled the *Thesaurus of ERIC Descriptors*. Other specialized ERIC indexes are *Current Index to Journals in Education*, C. I. J. E., (a monthly index to 630 educational journals, and *Abstracts of Research Materials in Vocational and Technical Education (ARM)* and *Abstracts of Instructional Materials in Vocational and Technical Education (AIM)*.

If you don't have the indexes, don't let that stop you. The Research and Information Center will look it up for you. And sometimes your search for information in ERIC involves so many documents or is so complex that you may want to take advantage of the computer. ERIC computer searches can be done for you through the Research & Information Center or through almost any university library. There is a fee for this service of around \$15-\$20. However, you do not have to use the computer to use ERIC.

To find out more about ERIC or to obtain an ERIC document on microfiche simply write, call, or visit the Research & Information Center. An information specialist there will be happy to help you.

# Revisions in Certificate Renewal Regulations

The State Board of Education, at its April meeting, revised certificate renewal regulations. The revisions, which will become effective July 1, 1975, do not reflect any basic policy changes. According to Dr. James Valsame, director of the Division of Staff Development, the revisions were proposed to eliminate some misunderstandings concerning the role of the local school system in renewal and to more effectively link the responsibilities of the State Board and local boards of education for staff development.

Among the new features of the regulations are a smaller unit of credit to provide more adequate credit for concentrated renewal activities; credit for education experience; granting one, two, or three units of credit for experience and travel; and a provision for private schools to assume responsibility for certificate renewal.

The new regulations require more units for certificate renewal (nine as opposed to six under the old system), but the new smaller units will be granted for a number of activities not previously covered.

## CERTIFICATE RENEWAL RULES AND REGULATIONS

Certificate renewal is required to assure that professional personnel periodically update their professional knowledge and technical competency. Certificates are valid for a period of five years from the effective date of initial issuance and require renewal within each five-year period. Renewal credit shall be directly applicable to the certificate fields(s) and/or professional responsibilities.

Effective July 1, 1975, the first and subsequent renewal or reinstatement of a certificate shall be based on nine units of renewal credit. A unit of credit is defined to equal one quarter hour or two-thirds of one semester hour of senior college or university credit, or one CEU (Continuing Education Unit) or one school year of teaching experience.

### EMPLOYED PERSONNEL

The following types of staff development activities may carry renewal credit for all certificated personnel employed in the elementary and secondary schools of

North Carolina.

1. Senior college or university credit activities.
2. Teaching experience (maximum of three units every five years).
3. Planned travel (maximum of three units every five years).
4. Courses or workshops planned by institutions of higher education as continuing education offerings for teachers on the basis of CEU's as defined by the Southern Association of Colleges and Schools or comparable associations.
5. Local in-service courses or workshops.
6. Individualized staff development activities.

The minimum standards and criteria for planned travel, locally organized courses or workshops that do not carry senior college or university credit or CEU credit, and individualized staff development shall be as follows:

### Travel

1. Advance planning of travel experience.
2. Planning based on educational objectives designed to improve competence to perform assigned professional duties.
3. A minimum distance of 1,000 miles round trip over a minimum period of seven consecutive days in North America or five consecutive days overseas per unit of credit.
4. A maximum of three units of renewal credit during a five-year renewal period.
5. An academic year of teaching in a foreign country on an exchange or appointment basis may be recognized and carry three units of renewal credit.
6. Verification of completion of an approved trip through a written report.

### Local Course or Workshop

1. Ten contact hours of participation per unit of renewal credit.
2. Content and activities of an instructional nature, selected and organized in a sequential manner to meet specified training objectives of



- a specific target population.
3. Qualified instructional personnel.
4. Enrollment limited as appropriate to assure accountability of credit granted.
5. Credit granted on basis of completion of program, achievement in terms of specified individual performance, and 80 percent or more attendance in organized class or workshop activity.
6. A maximum of six contact hours per day to count for credit purposes.
7. Each separate course or workshop to carry a minimum of one unit of renewal credit.
8. Each course or workshop carried out under the direct supervision and control of the sponsoring school system.

### **Individualized Staff Development**

1. Advance planning of experience and prior approval of employing superintendent or his designee.
2. Identification of competencies to be acquired and means of determining at end of experience that competencies were achieved at some satisfactory level.
3. A maximum of six units of renewal credit during a five-year renewal period.
4. The amount of credit for a given experience defined locally in terms of specified factors that indicate the degree of complexity of acquiring competencies to be achieved.
5. Involvement of teachers and other certificated personnel in developing local procedures and specifications for implementing these requirements, including how amount of credit for a given experience may be determined.
6. An updated written plan of such local procedures and specifications available in the superintendent's office and a copy disseminated periodically to each certificated employee.

The local board of education for public school administrative units shall assume responsibility for assuring that all in-service travel, local in-service courses or workshops, and individualized staff development activities that do not carry senior college or university credit or CEU's meet the minimum State standards and criteria given above. Governing boards for non-public schools and public schools not under a local board of education shall be authorized by the Division of Staff Development to assume such responsibility upon filing written assurances that State standards and criteria will be maintained and indicating how local administration will be carried out. Certificated personnel employed by any governing boards that do not file such written assurance shall earn and file renewal credits as described in these rules and regulations for unemployed and certain other certificated personnel.

Local boards of education and governing boards shall have an official procedure for determining appropriateness of credit for renewal purposes and shall file any reports requested by the State Department of Public Instruction relative to participation

in and effectiveness of locally approved activities. Governing boards shall file renewal credits with the Division of Certification, State Department of Public Instruction. Local boards of education shall record renewal credits on certificates and file certificates with the Division of Certification when certificates are renewed or holders become inactive.

This responsibility is placed on local boards of education and governing boards with the expectation that certificate renewal activities will be linked directly to the highest priority on-the-job needs in terms of improved instruction and/or job performance.

### **UNEMPLOYED AND CERTAIN OTHER CERTIFICATED PERSONNEL**

Persons holding a North Carolina certificate but not currently employed in elementary or secondary schools in North Carolina may keep their certificates renewed through appropriate credit earned in senior college or university credit activities, planned travel that meets State standards and criteria, and CEU's. Such persons may earn credits in local courses or workshops without college credit or CEU's if admitted on a space available basis by the sponsoring school system.

Such unemployed persons and certificated personnel employed by the State Department of Public Education shall secure approval of in-service travel through the Division of Certification and shall file all renewal credits with the Division.

Appropriateness of credit for renewal shall be determined by the Division of Certification for all certificated persons not employed in elementary and secondary schools in North Carolina that are authorized by these rules and regulations to determine appropriateness.

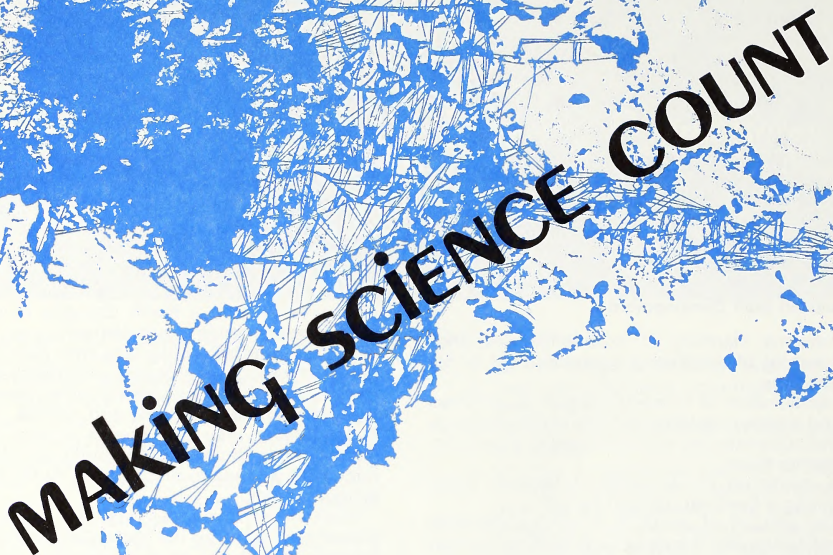
### **COORDINATION WITH STAFF DEVELOPMENT**

Certificate renewal shall be coordinated with staff development by the Division of Staff Development, State Department of Public Instruction. The Division shall be provided information in advance on any courses or workshops offered by the State Department of Public Education to carry renewal credit for certificated personnel employed locally or by the State Agency itself. The Division shall determine that State renewal requirements are met and advise appropriate school officials. The Division shall also coordinate the review and approval in terms of State standards and criteria of renewal credit for individualized staff development activities for certificated personnel employed by the State Department of Public Education.

### **STATE APPROVED STAFF DEVELOPMENT PLANS**

Local boards of education with a State approved Plan II under former regulations may continue to operate under such plan provided appropriate modifications are made to include comparable activities and types of credits authorized by these rules and regulations.





# MAKING SCIENCE COUNT

During the 1830's, Charles Goodyear experimented with different chemicals in an attempt to "tan" or "cure" rubber. At that time, rubber had not been very useful because it was brittle when cold and gummy when hot. In 1839, after seven years of failure, Goodyear observed an accident. A mixture of sulfur and Indian rubber were brought into contact on a hot stove, and the vulcanization of rubber occurred. Through the discovery of the vulcanization process, rubber was given such useful properties as elasticity, strength, and stability.

Under the leadership of Gerry Madrazo, a biology teacher at Graham High School and science demonstration coordinator for the school system, science teachers are becoming better equipped to motivate student interest in science.

"I find it easy to teach science concepts when I first discuss the history of how these concepts were arrived at, who the human

beings involved were, what they were like, and how they made mistakes in their predictions or investigations. It arouses student interest and curiosity and makes students feel scientists are human. They also begin to realize the importance of correcting mistakes," explained Madrazo. He continued, "It makes them feel good to know that people of great importance do make mistakes, that it is all right for students to make mistakes, too."

Madrazo teaches three advance biology classes each day and spends the rest of his work day "on call" as a science consultant for all science teachers in the school system.

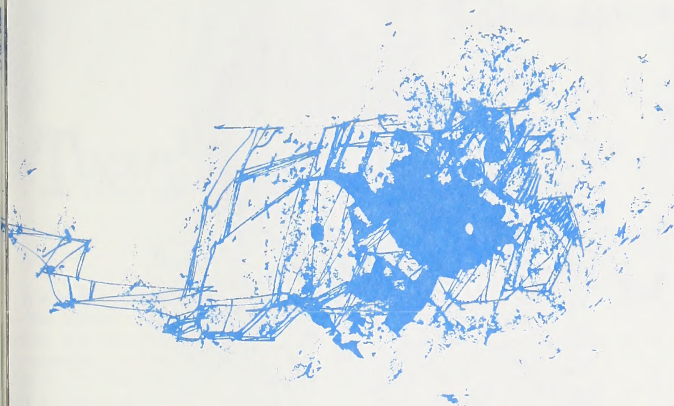
One of the ways Madrazo brings science "home" to his students is seen through his interest in ecology. In March, Ecology Week was observed at Graham High School. An exposition of student projects capped the week, and one of the most popular exhibits was "Herbie," a mechan-

ical/electrical device designed to do work considered too dangerous for humans. Another student project zeroed in on the kinds of pollutants found in rivers located in the county. Last year, Madrazo coordinated an Earth Week, and on "Pure Water Day," all water fountains at the high school were turned off. "The only way to value water is to miss it," he observed.

Taking the personal/historical approach is Madrazo's personal way of bringing relevance to science education and this year he received the National Association of Biology Teachers Outstanding Biology Teacher Award for North Carolina.

During the 1975-76 school year, Alamance County will join some 30 school units across the State in offering many science courses on the semester or unit basis at the high school level. Last fall, a mini-survey of high school students was conducted to determine what science areas





they wanted to study. The results of the survey were reviewed by science department heads at the county's four high schools, and a list of 21 courses for the science curriculum was compiled. Of the 21 courses, ten are now offerings.

Several students requested more indepth course work in earth science, which is taught in 8th grade, so a semester course in geology and atmospheric science will be offered, Madrazo said. A course in entomology, the study of insects, will be taught, and according to Madrazo, should be of particular interest to Alamance County students because of the agricultural nature of the county.

A special science interests course will be available for students whose motivation goes beyond the regular course offerings. Madrazo sees this as an independent study course in which a project or research paper will be required at the end of the course.

The study of ecology is broken into two courses, first, environ-

mental science, which is an introduction to ecology and looks at basic principles relating students to their environment. The course titled ecology is a follow-up to environmental science and is based on current biological problems relating to our survival as a species, Madrazo explained.

"Traditional" science courses such as biology, physical science, physics, and chemistry are also offered. Within the physical science and biology areas, noted Madrazo, three different courses are offered in each area using different teaching approaches.

According to Madrazo, IIS (Ideas and Investigative Science) physical science and biology courses are geared for students with low reading abilities and who have difficulty in understanding science. Regular physical science and biology courses cover traditional introduction concepts and principles related to the subject areas, and Madrazo terms these courses "science taught in the

same manner it was taught to student's parents." The third levels of the two sciences meet the needs of students planning to enter college or those who want more laboratory experiences.

Other courses counted among the 21 offerings include astronomy, human anatomy and physiology, oceanography and marine biology, biochemistry, and philosophy and history of science. All courses are not taught at each high school, Madrazo pointed out; the courses taught depend on the number of students who express an interest in taking a particular course.

Madrazo feels the semester approach provides greater flexibility and aims at offering interest courses rather than courses selected because they are traditionally taught in high school. The Department of Public Instruction's Division of Science is a strong advocate of the mini-course and semester approach to teaching science. Science consultant Jake Brown emphasized that mini-courses and semester courses broaden a student's exposure to science fields. At the same time, motivation of teachers is improved because teachers can be given some preference of topics, Brown said.

Other strengths of mini-courses include more efficient use of supplies and materials because all rooms need not have identical supplies and textbooks, Brown said. Balancing class size might be made easier because groups may be as large or small as necessary since students are scheduled into units or semesters, he said.

One of the disadvantages of such scheduling, noted Brown, is that long-term relationships between students and teachers cannot be guaranteed when course time is shorter. Another difficulty might develop when trying to build relationships between mini-courses, Brown said.

To add continuity to the science curriculum, an orientation program is conducted for each of the "feeder" middle schools in Alamance County before students enter high school. Madrazo says the orientation program helps avoid the problem of students reading a course description and

assuming different expectations from what the course actually covers.

Further continuity will be achieved through the county-wide goals and objectives writing task. "We don't know what students and teachers are accomplishing in the first levels of science. If we plan goals and objectives for each level, we'll know where the students are and where to start when they reach high school," explained Madrazo. Along with setting goals and objectives, the school system has adopted a unified science education approach which emphasizes an interdisciplinary approach to teaching science based on a yearly theme. This year's theme, says Madrazo, is environmental science.

As science demonstration coordinator, Madrazo focuses much of his attention at the K through 6 levels where he says improvements are needed. "Many teachers who are certified to teach at the elementary level are strongest in language arts, and some say they are afraid to get into science," he noted. To help elementary science teachers, science demonstration kits, both teacher made and commercial, as well as resource books, are available through the county's science resource center located in the central office.

Why is all this attention to improving the science curriculum necessary? Both Madrazo and the Division of Science agree, progress depends on scientific knowledge and research. Most activities humans engage in, they say, can be related in some way to science. "All students, regardless of whether they go on to post-secondary education or go out into the working world need to be able to apply science concepts to their everyday lives," Madrazo concluded. (SC)





# Whatever Happened to the Teacher Shortage?

If school systems were required to list vacant teaching positions under the want ad columns of a newspaper, in most areas of North Carolina and the nation, the ad would be quite small. The so-called teacher shortage of the 1960's is rapidly being replaced by an oversupply of teachers in the 1970's.

While not all fields of elementary and secondary teaching are oversaturated with prospective teachers, State and national trends indicate that in some fields and in some geographic areas an oversupply is developing. According to the State Department of Public Instruction's Division of Teacher Education, recent studies in North Carolina point out that the supply of trained teachers, both those just graduating and teachers who were not employed during the previous year, is expected to significantly exceed demand if people continue entering the teaching profession.

J. P. Freeman, director of the Teacher Education Division recalls the day when "we were pleased to see just a few more prospective teachers graduate from college each year." For the past three years, noted Freeman, North Carolina has seen an over-

supply develop, but not in all teaching areas.

One of the brightest spots in the teacher supply and demand picture for prospective teachers continues to be in elementary education, Freeman said. However, he quickly pointed out "the elementary supply is expected to increase and the growth in supply of elementary teachers along with a declining demand, except in the early childhood field, is bringing supply and demand into a closer relationship."

Teaching positions in secondary science and math are still plentiful, according to the division's survey. "Production of secondary science and math teachers has remained constant during the past five or six years, and with expanded programs in those areas, we are left with an undersupply of trained teachers," remarked Freeman. He added that many opportunities for teachers of exceptional children also exist.

Where the oversupply of teachers is most apparent is in the fields of business education, English, home economics, physical education, and social studies. The division's 1974-75 study indicates that while employment in relation to supply is very low, produc-

tion of teachers specialized in these fields continues at a high rate.

A summary of the Teacher Education Division's report shows that North Carolina's public and private colleges and universities produced 7,243 new teachers in 1974, of which 2,638 were trained for elementary and 4,605 for secondary education. This year, the projected output of new teachers is expected to increase by 104 teachers, 167 more in elementary and 53 less in secondary education. Of the 7,243 new teachers produced in 1974, 70 percent graduated from public institutions and 30 percent from private institutions in the State.

What brought about this new wealth of teachers? The Southern Regional Education Board (SREB), located in Atlanta, in a recently published report, *The Market for Teachers in the Nation and the Southeastern Region*, listed the following reason: "The increase in the number of births after World War II, specifically between 1946-1957, coupled with rising incomes and aspirational levels of the population led to the booming college enrollments of the 1960's. This became translated into the largest production of college graduates in the history of this country."

The report maintains this explosion of college graduates is also true for the number of college graduates prepared to teach in elementary and secondary schools. At the same time, a decline in the birth rate in recent years has resulted in decreasing enrollments in elementary and secondary schools, the report noted.

Statistics compiled by the U. S. Office of Education indicate that births have been declining faster than had been anticipated, and that enrollment projections in grades K-12 for 1980 have recently been lowered by 10 percent, over previous projections.

What can be done to counter the oversupply problem? Better career counseling at the college level is a step in the right direction, remarked Freeman. Students need to know about career options. For example, English education majors might be encouraged to develop concentra-

tions in communications or remedial reading, he said.

There is some possibility, says Freeman, that student teachers returning to the campus might help reduce the oversupply. "As student teachers hear talk about the oversupply during their student teaching experience, they talk about the problem on campus. Their experience and exposure to the problem and talking about it may have a definite influence on the career choice of others."

SREB suggested dealing with the excess supply through the implementation of salary differentials. "People with teaching degrees in areas where there are shortages would be paid at a higher rate than those with degrees in areas of excess supply," the report said. Differentials would reflect supply and demand conditions, and undecided students would have another piece of information on which to base career decisions, the report concluded.

Finally, Freeman and the Division for Teacher Education, see the oversupply as having some positive benefit to current elementary, secondary, and college programs. The oversupply, says Freeman, allows school superintendents to be more selective in hiring teachers, thereby upgrading the quality of education in their schools. At the same time, he said some colleges are beginning to require closer screening of applicants to college programs that prepare teachers. (SC)

### THE PRODUCTION OF TEACHERS IN NORTH CAROLINA IN 1973-74 AS COMPARED TO THEIR EMPLOYMENT IN NORTH CAROLINA SCHOOLS IN THE FALL OF 1974 BY TEACHING FIELD.

Major Assignment	Total Number of New Teachers Prepared 1973-74	Total Number of New Teachers Employed 1974-75*
ELEMENTARY	2638	1502
SECONDARY		
Agriculture	31	15
Business Education	284	89
English and Speech	626	258
Foreign Languages	178	70
Home Economics	241	85
Industrial Arts	117	43
Mathematics	268	143
Science	294	117
Social Studies	816	280
Trade and Industrial	25	20
Other		
SPECIAL SUBJECTS		
Art	218	64
Library Science	51	26
Music	294	93
Physical Education	806	276
Special Education	341	139
Other	15	7
Secondary and Special Subjects Total	4605	1725
GRAND TOTAL	7243	3227
*As reported by the Colleges and Universities		



# **TRENDS IN NORTH CAROLINA TEACHER EDUCATION GRADUATES BY TEACHING FIELDS, 1968-75**

Type of Preparation	1968	1969	1970	1971	1972	1973	1974	1975 Estimated
Elementary School Teachers	1845	2099	2222	2376	2406	2700	2638	2742
<b>SECONDARY SUBJECT TEACHERS</b>								
Agriculture	27	23	40	37	38	36	31	48
Business Education	320	392	680	441	393	394	284	305
English and Speech	603	721	744	753	734	707	626	665
Foreign Languages	180	243	210	194	177	192	178	164
Home Economics	186	205	216	239	193	249	241	208
Industrial Arts	96	64	123	80	88	115	117	129
Mathematics	285	334	299	324	315	319	268	286
Science	230	251	257	241	205	209	294	277
Social Studies	586	760	790	866	831	788	816	868
Trade and Industrial		83	16	45	24	25	25	32
Other	18	32	8	14	14	4		
<b>SPECIAL SUBJECT TEACHERS</b>								
Art	94	119	119	116	174	182	218	210
Library Science	40	39	49	55	33	61	51	61
Music	187	177	211	205	236	274	294	321
Physical Education	489	529	672	821	857	800	806	835
Special Education	44	99	112	160	219	218	341	385
Other							15	25
Secondary and Special Subject Teachers Total	3385	4071	4546	4641	4531	4573	4605	4819
<b>GRAND TOTAL</b>	<b>5230</b>	<b>6170</b>	<b>6768</b>	<b>7017</b>	<b>6937</b>	<b>7273</b>	<b>7243</b>	<b>7561</b>

## EDITORIAL

# Be Yourself

TOM QUINN

Many people are afraid to be different. They are afraid of being a special individual because they think that people will make fun of them. Many students tend to do what the other students do. A student will usually follow the crowd and agree with them on most points.

I have noticed many times that if a discussion or poll is taken in a class then most students do go along with the majority. A few, however, will stand up for what they believe in. Sometimes the other people in the class will taunt the student for his views. Does this bother them? It should not, not if they believe in what they say.

Of course, people are not considered to be different just because they have different views. Many times a person is considered to be different if he or she dresses differently, gets a different hair style, thinks along different lines, or just does that one little thing that makes them stand out.

If a student does not come in the traditional faded blue jeans and comfortable shirt, then they are labeled as being uppity and snobbish. Why? Each person has the right to be different, and if a person wants to be in top style and nicely dressed then who are we to pass judgment.

I am not saying that people should be different to the point of being outlandish. I just do not see why people should walk in the shadow of another person. It really does not matter who likes what you wear, you are the one who has to live with it. If you want to do something different to yourself then do it.

So, the next time someone chastises you for what you say or for what you do, or for how you dress, just look at them and say "At least I have the guts to be my own person. I am an individual."

# RAIDER REPORT

Richmond County Daily Journal, Rockingham, N. C. Friday, March 19, 1982  
News Of RSHS Prepared By The Students

... may take semester courses as electives.

6. If class enrollment permits, a student may take two semester courses (or a traditional and a semester course) simultaneously

## Girls In Sports Spark Discussion

BY SAM INGRAM

Now since women are demanding equal rights and getting them, they are entering fields mostly designated for men, especially in sports which is usually a male dominated activity. So we wondered how those involved in athletics at RSHS feel about women participating in men's sports.

Herbert Quick (Coach) "Well, I think it's perfectly fine for girls to participate in boy's sports providing they participate among themselves, because I don't think girls exercise enough for all the contact involved in boy's sports."

Jerry Goodman (Coach) "On no level should girls be able to compete against boys. However, I fully realize that hypothetical situations will arise. Biologically the two should be separated on a competitive basis."

Hal Stewart (Coach) "I do not think girls should compete on the same team with boys. I feel that girls athletics on a separate basis is good."

Paula Bryant (Coach) "I do not feel that girls can physically compete with males in sports such as football, basketball etc."

majority of interested students are finally an athletic schedule on the interscholastic level.

I believe it would be unfair to girls if they were only allowed to compete in athletics on boys' varsity teams because the skill level would eliminate many of them, although I believe it would be okay, if the girls had comparable skills for them to compete on boys teams in non-contact interscholastic sports.

I do not feel that it would be wise for girls to compete in a varsity sport such as football with boys because of the nature of the sport. But I think it would be fine to have a girls' football team if there was sufficient interest."

Chuck Wright (Senior) "I think our girls should participate in any sport that they could. I think we need to get more girls interested in playing sports so that we could form more events for girls to try out in."

It would help the schools athletic programs a lot for the girls especially. I think our athletic director needs to start more sports events."



# Newspaper within a Newspaper

Two for the price of one—that's the bonus citizens of some North Carolina communities get when they subscribe to their local newspaper. Within the pages of the regular newspaper is a full-page high school newspaper, and according to one faculty advisor, the venture pays off in good experience for the students, good business for the newspaper, and good communication for the community.

In 1973, the *Richmond County Daily Journal* began publishing an ad-free high school newspaper page titled *Raider Report* twice each month. The *Raider*

*Report* contains news about Richmond Senior High School. *Daily Journal* editor Glenn Sumpter says he initiated the idea after the newspaper tried unsuccessfully to publish student written columns in the newspaper.

The idea of a real newspaper within a newspaper clicked.

Students in Richmond Senior High's journalism class, taught by Ben Jones, write the copy for the page and the *Daily Journal* does the layout and headline writing. Jones feels the paper within a paper format "provides a good communication line with the community and school alumni and the high school." This line, he added, could not be established through the high school's regular student newspaper.

Since the *Raider Report* goes to the community at large, approximately every two weeks, news articles are general in nature, usually of the news feature variety. An agreement between the school and newspaper keeps the two staffs from competing with each other for major news stories involving the high school.

One of the student writers Mary Thrower, a senior, said she particularly liked the opportunity to do investigative reporting for *Raider Report*. She recently did an investigative piece on the "Who's Who of High School Students" program, and she discovered some "inaccuracies" about the program.

Student reporters are encouraged to be "controversial" by the *Daily Journal's* editor. *Raider Report*, stressed Sumpter, gives the community a view of the high school as seen through the eyes of students, and he does not edit story content.

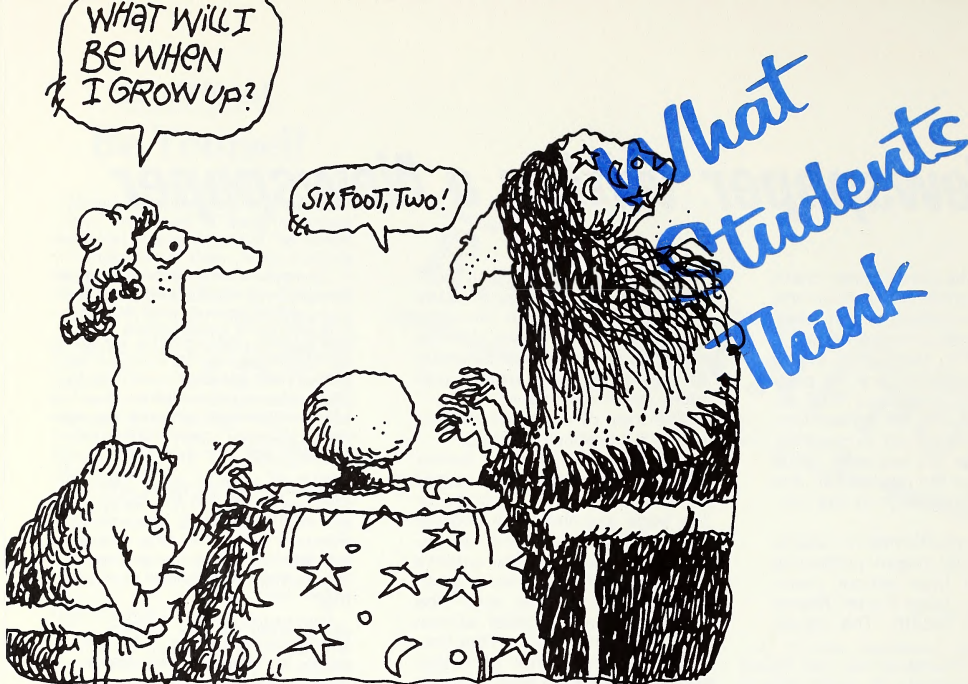
Surveys of student attitudes, classroom projects, and character pieces provide much of the news page copy, and coming up with story ideas is usually a class decision. When asked how writing for the news page compared to writing for the high school's regular newspaper, Mary Thrower commented, "I like the experience of writing on a frequent basis. It gives me the chance to see whether I really like writing." She also admitted she enjoyed getting a byline and hearing others comment about her writing.

Richmond Senior High School Students also write a full news page for the *Hamlet News*, a weekly newspaper in the county. Through an agreement with the *Daily Journal*, much of the same copy is used for the weekly newspaper.

Besides giving students valuable journalistic experience, the working arrangement with the local newspapers has led to good rapport between the newspaper and the school, according to Jones. The editor and publisher of the *Daily Journal* are frequent guests at Jones' journalism class, and students have been asked to critique the newspaper.

A similar newspaper within a newspaper arrangement developed in Moore County last fall. The *Moore County News*, a bi-weekly newspaper, publishes a high school page for each of the county's three high schools once a month. Ray Lucas, the newspaper's editor, does the layout, but students do all the writing. He sees the project as a learning experience for both the students and the *Moore County News* staff.

(SC)



Each year Scholastic Magazines Inc. conducts four student opinion surveys through ballots published in two of Scholastic's social studies magazines—*Junior Scholastic* and *Senior Scholastic*. Responses for the 1973-74 school year are from 50 states and American schools around the world. Here's what students think on a wide range of topics:

**Your U.S. Representative:** Do you know who your Congressman or Congresswoman is?

	BOYS	GIRLS	TOTAL
	%	%	%
a. No, but I should know.	37	52	45
b. Yes, and I can name him/her right now.	31	24	27
c. It is not important to me.	32	24	28

**Letters to Congress:** If you wrote to your Congressman or Congresswoman, do you feel that your letter would be read and that what you had to say would be seriously considered?

	BOYS	GIRLS	TOTAL
	%	%	%
a. Yes.	31	32	31
b. No.	69	68	69

**Honesty of Officials:** Do you think that most public officials are dishonest in some way?

	BOYS	GIRLS	TOTAL
	%	%	%
a. Yes.	43	37	40
b. No.	13	11	12
c. Many, but not most.	44	52	48

**Cheating on Exams:** If you had an opportunity to cheat on an important examination, and believed you would not be caught, would you cheat?

	BOYS	GIRLS	TOTAL
	%	%	%
a. Yes.	24	13	18
b. No.	40	50	45
c. Don't know.	36	37	37

**Cheating on Taxes:** In your view, is cheating on income taxes:

	BOYS	GIRLS	TOTAL
	%	%	%
a. a serious offense?	47	48	48
b. a moderately serious offense?	31	35	33
c. a minor offense?	22	17	19

**Respect for Teachers:** In general, do you think most people in your community respect teachers as much as they respect persons in most other professions?

	BOYS	GIRLS	TOTAL
	%	%	%
a. Yes.	35	33	34
b. Probably more.	7	9	8
c. No.	33	33	33
d. Not sure or no opinion.	25	25	25



**Alcohol and Drugs:** Some schools have a problem in regard to student use of alcohol and drugs. Which problem do you think is more serious?

	BOYS %	GIRLS %	TOTAL %
Drugs.	35	43	39
Alcohol.	6	9	8
Both problems are equally serious.	59	48	53

**Drug Detection Tests:** Should all students be required by law to take drug-use detection tests at their schools?

	BOYS %	GIRLS %	TOTAL %
Yes.	39	41	40
No.	37	41	39
Not sure or no opinion.	24	18	21

**Trade with Soviet Union:** Should the question of how news are treated in the Soviet Union influence any trade or other dealings between the Soviet Union and the U.S.?

	BOYS %	GIRLS %	TOTAL %
Yes.	17	22	20
No.	39	42	40
Not sure or no opinion.	44	36	40

**Closing Schools to Save Fuel:** How would you feel about closing schools for a month in winter and keeping them open a month in summer as a way of saving fuel?

	BOYS %	GIRLS %	TOTAL %
I'd be in favor of the move.	10	7	8
I'd really be opposed to it.	75	78	77
Don't much care either way.	15	15	15

**TV and Energy:** One way they are saving energy in Britain is by cutting off television transmission at about 10:30 at night. If need be, would you be willing to go along with similar cutback here?

	BOYS %	GIRLS %	TOTAL %
Absolutely not. Let them look for economies elsewhere.	46	36	41
Why not? That late in the evening it doesn't much matter to me.	44	54	49
Sure. And they can make the cutoff earlier in the evening as far as I'm concerned.	10	10	10

**Air Pollution vs. Energy-Saving:** To help cope with the energy crisis, do you think we should let up on air pollution standards? (For example, allowing use of air-polluting fuels in areas where they've been banned.)

	BOYS %	GIRLS %	TOTAL %
Yes.	16	12	14
No.	47	51	49
Yes, but only on a temporary basis.	37	37	37

**National Service:** Do you feel your country has a right to require you to serve a period of time (one or two years, for example) in some government-sponsored service, such as military service or Peace Corps-type service?

	BOYS %	GIRLS %	TOTAL %
a. Yes.	41	34	38
b. No.	59	66	62

**Volunteer Army vs. Draft:** Which do you think is a better military forces system for the U.S.: an all volunteer army or a military draft?

	BOYS %	GIRLS %	TOTAL %
a. The draft is better because it insures a big civilian armed forces to offset the military career people.	15	10	13
b. The all-volunteer idea is better because young people can join or not, and that's very democratic.	53	54	53
c. The draft would be better if everybody who was able-bodied served. But the way the draft worked in the past, there were too many loopholes.	19	21	20
d. I don't think it matters which we have in a country like ours.	13	15	14

**Joining Armed Forces?** When you graduate from high school, do you think you'll join the armed forces, at least for a short period?

	BOYS %	GIRLS %	TOTAL %
a. Yes, as of now, I plan to do so.	19	4	12
b. I'll consider it but I can't be sure at this time.	42	28	35
c. No. I do not plan to do so.	39	68	53

**A Right to College:** Should everybody have a right to a college education?

	BOYS %	GIRLS %	TOTAL %
a. Yes.	97	95	96
b. No.	3	5	4

**You and College:** Do you want a college education?

	BOYS %	GIRLS %	TOTAL %
a. Yes, very much.	51	52	51
b. I'd like one, but I could live without it.	17	18	17
c. No, I don't want one at all.	6	7	6
d. I haven't made up my mind one way or another.	26	23	26

**Girls, Boys, and Opportunities:** Do you think girls today have educational and career opportunities equal to boys?

	BOYS	GIRLS	TOTAL
	%	%	%
a. No.	8	13	10
b. No, but things are getting better for girls.	29	25	27
c. Not quite, but almost.	36	33	35
d. Yes.	27	29	28

**Working for Men or Women:** Which would you rather work for — a man or a woman?

	BOYS	GIRLS	TOTAL
	%	%	%
a. A man.	7	24	15
b. A woman.	5	7	6
c. It would depend on the person, not on the person's sex.	88	69	79

**A Woman President?:** If your favorite political party nominated a woman for President of the U.S., would you support the choice without any sex bias?

	BOYS	GIRLS	TOTAL
	%	%	%
a. Yes.	48	80	65
b. No.	52	20	35

**Courses for Boys\*:** Do you think boy students should take courses in school to learn such things as cooking, sewing, taking care of babies, and handling other household duties?

	BOYS	GIRLS	TOTAL
	%	%	%
a. Yes.	38	74	56
b. No.	37	12	24
c. No opinion.	25	14	20

**Courses for Girls\*:** Do you think girl students should take courses in school to learn such things as wood-working, auto repair, and other skills associated with jobs in the trades?

	BOYS	GIRLS	TOTAL
	%	%	%
a. Yes.	45	76	61
b. No.	32	13	22
c. No opinion.	23	11	17

\*On June 18, 1974, the U.S. Department of Health, Education, and Welfare proposed that several new regulations be written into Title IX of the Education Act Amendments of 1972 to end sex discrimination in education. Among proposals were banning of such practices as making home economics classes available only to girls and shop classes only to boys. (Scholastic's Advertising Division researchers report that the percentage of boys in home economics classes is increasing rapidly. In the 1967-68 school year, boys made up only 2.5 percent of the 6,072,000 students enrolled in home economics; in 1973-74, they made up 15 percent of the 7,500,000 students enrolled. At the same time, many school systems are allowing girls to take such courses as shop and automobile repair.

**You and the Future:** In regard to your own future, which of the following statements best fits you?

	BOYS	GIRLS	TOTAL
	%	%	%
a. It's up to me. It's in my power to make the future what I want it to be if I try hard enough.	81	79	80
b. I really don't have control over my future. If I'm lucky and the breaks come right, things will be fine. Otherwise, I'll just have to take what comes.	19	21	20

**Future Worries:** Which of the following most concerns you about the future? (Check only one)

	BOYS	GIRLS	TOTAL
	%	%	%
a. The kind of job or career I can train for and get.	35	30	33
b. Whether there are hard times ahead and whether this will affect my chances of getting the education and career I want.	24	28	26
c. Whether I'll really achieve what I want to achieve.	28	32	30
d. I don't really worry about any of these.	13	10	11

**Money, Money, Money:** The following quotations are about money. Which one comes closest to your own view?

	BOYS	GIRLS	TOTAL
	%	%	%
a. "A heavy purse makes a light heart." (English proverb)	10	7	8
b. "Money brings honor, friends, conquest, and realms." (John Milton, English poet)	11	5	8
c. "The love of money is the root of all evil." (New Testament)	26	30	28
d. "Lack of money is the root of all evil." (credited to both G.B. Shaw, Irish writer and U.S. author Mark Twain)	12	6	9
e. "I've been broke but I've never been poor . . . being poor is a frame of mind." (Mike Todd, U.S. film producer)	41	52	47

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# items

## 1975 SUMMER CONFERENCE

Wilmington will be the site for two conferences sponsored by the State education agency in July. Central office staff from the 149 school units will meet July 16-19. The State-wide conference for principals will be held from July 20-23. Headquarters for both conferences will be the Wilmington Hilton.

## RECORD ENROLLMENT IN MIGRANT EDUCATION PROGRAM

Approximately 5,000 children are presently enrolled in North Carolina's migrant education projects throughout the state. Enrollment in 1973-74 barely topped 4,100. These children of migratory agricultural workers are attending public schools which conduct special projects to help close educational gaps caused largely by mobility and poverty. The projects during the regular school year include, primarily, extra tutoring in academic areas of deficiency, mainly reading and mathematics. The children are eligible for all other services in the school program.

## VD WORKSHOPS AVAILABLE

Workshops designed to bring teachers up to date on the medical and social aspects of the venereal disease crisis are being offered by the Venereal Disease Control and Health Education Branches of the Division of Health Services, in cooperation with the Health, Safety, and Physical Education Division of the Department of Public Instruction.

These workshops consist of Video Tapes produced by WUNC-TV, along with discussion sessions and demonstrations of available films and classroom material. Workshops are free and books on venereal disease can be supplied to appropriate teachers without charge. The VD workshops can be combined with drug education, dental health, or other health related areas.

Those interested in the workshops should have their superintendents contact: Myron Arnold, Public Health Advisor, Venereal Disease Control Branch, Division of Health Services, P. O. Box 2091, Raleigh, North Carolina 27602 (Phone (919) 829-3039).

## VIDEO TAPING THE PRESIDENT

When students from Richmond Senior High School in Richmond County go to a golf tournament, they don't bring their golf bags and clubs. Instead, they bring along television cameras, video tape recorders, cable, microphones, audio mixers, and television monitors.

Last September, students in the high school's television production class got permission to video tape the World Golf Hall of Fame ceremonies in Pinehurst, North Carolina, where President Gerald Ford was the guest speaker. The students were the only group to video tape the entire event and provided a closed circuit broadcast of the Hall of Fame banquet for news reporters.

Since that time, President Ford has asked for a copy of the video tapes to be placed in the National Archives in Washington, D. C. Letters of praise and commendation from persons associated with the event have been received by the school about the job performed by the student TV crew, said Ben Jones, faculty adviser of the project.

## REPORT ON NON-PUBLIC SCHOOLS RELEASED

Some 54,000 Tarheel children are currently enrolled in the State's approximately 270 non-public schools, according to a report recently released by the Department of Public Instruction. Approximately 5,000 of these children are kindergarteners.

Compared to last year's enrollment of 53,489, there has been a slight increase in non-public school attendance during the 1974-75 school year. That increase is not significant, however, when compared to last year's increase of over 2,000 new enrollees in non-public schools. Over the past three years, the total enrollment in non-public schools has increased from 49,686 in 1971-72; however, it still represents only about four per cent of the total student population in North Carolina. Over 1.2 million students are enrolled in public schools.

Seventy-five per cent of the non-public school enrollment is concentrated in fifteen counties. Charlotte-Mecklenburg leads the list with 8,010 non-public school students. The other fourteen include: Winston-Salem/Forsyth (6,426); Wake/Raleigh (4,631); Guilford/Greensboro/High Point (3,319); Durham/Durham City (2,071); Nash/Rocky Mount (1,900); Buncombe/Asheville (1,929); Wayne/Goldsboro (1,646); New Hanover/Wilmington (1,391); Lenoir/Kinston (1,392); Cumberland/Fayetteville (1,415); Craven/New Bern (1,177); Wilson/Wilson City (1,076); Onslow/Jacksonville (833); and Halifax/Roanoke Rapids City/Weldon City (1,038).



# North Carolina Study Series



The first film of the North Carolina Studies series for fourth grade social studies teachers is available for purchase by local school units. A 15-minute, 16mm film on North Carolina folk traditions, titled "Hand Me Downs," focuses on oral traditions, such as ghost story telling, singing songs, telling nursery rhymes and old adages, and manual traditions such as quilting, furniture making, wood carving, and pottery making. Two sound/filmstrips, one titled "Pottery Making" featuring the late A. R. Cole of Sanford and his family, and the other titled "Collections" featuring historian Amos "Doc" Abrams of Raleigh, are also available.

The series is being produced by the Department of Public Instruction's Division of Educational Media in conjunction with the Division of Social Studies. Four more films are currently in production including films on manufacturing, service industries, farming, and recreational and cultural opportunities. Other subjects in the series will cover urbanization and other changes, local government, state government, need for government, technical skills and education, changing living patterns, ethnic backgrounds, communicating with the outside world, and geographic setting.

Since the cost of the series is being underwritten by the DPI, local units will only be charged the cost of duplicating the films and filmstrips. Persons interested in purchasing any of the materials should fill out the coupon below. The coupon *does not* constitute an order. It will be used to calculate the final cost of prints. Specific information about the price and purchasing procedures will be sent at a later date.

DIVISION OF EDUCATIONAL MEDIA  
N. C. Dept. of Public Instruction  
Raleigh, N. C. 27611

We would be interested in purchasing the following prints for use in our system:

\_\_\_\_\_ Copies of HAND-ME-DOWNS, 16mm film  
\_\_\_\_\_ Copies of COLLECTIONS, 35mm filmstrip  
\_\_\_\_\_ Copies of POTTERY MAKING, 35mm filmstrip

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

SCHOOL SYSTEM: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

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